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ABSTRACT

Designed to aid American Indian communities in the development of Indian contract schools, this publication includes a definitive narrative describing all aspects of contract school development, lists of organizations and materials which are of use in contract school development, an extensive table of contents which directs the reader to specific questions answered in the text, and sample forms, designs, etc. (found in the appendices). Specifically, this document presents: a definition of a contract school; eligibility requirements for contract schools; rationale for community control of Indian Education; community education organization procedures; application for funds to evaluate the present school and plan a contract school; review actions for the application of funds for evaluation/planning; community education goals; determination of community's educational goals; evaluation of the school system's ability to meet the educational needs of the community; present and future educational plans of the community's schools; designing the educational policy and curriculum; designing the school's building and equipment; determining the staff; planning to change the present system to the newly designed school; determining the cost of change and the first year of operation; determining the community's desire for a contract school; the contract application; the Bureau of Indian Affairs' review actions; negotiations for a contract school; renovating/constructing a building; staffing; purchasing materials; ongoing and long-range evaluation; and school improvements. (JC)

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INDIAN CONTRACT SCHOOL

A Procedural and Resource Guide for Communities

◆

by Bob Cooper
and Jack Gregory

Center for Indian Education
Arizona State University

RC 010150

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THE PEOPLE'S GUIDE TO
SETTING UP AN
INDIAN CONTRACT SCHOOL:
AND A RESOURCE GUIDE OF
ORGANIZATIONS AND MATERIALS

by

Bob Cooper

and

Jack Gregory

PREFACE

The road to Indian self-determination has been a rocky one and the pursuit of Indian-controlled schools in the United States has been no exception. The great complexities of school funding, budgeting, administration, and politics well known to the establishment, must be mastered by the Indian people and Indian communities in order for such an endeavor to survive and flourish. The examples in Arizona of Rough Rock Demonstration School, on the Navajo Reservation; and Blackwater Community School, on the Gila River Reservation; both Bureau of Indian Affairs contract schools, unquestionably prove such a venture can be successful.

> "You see things; and you say "Why?"
> But I dream things that never were
> And I say "Why not?"
>
> ---George Bernard Shaw

This publication entitled, The People's Guide To Setting Up An Indian Contract School: And A Resource Guide Of Organizations And Materials, by Jack Gregory and Robert Cooper was truly a labor of love, and is a "first" in this area of Indian Education. I heartily recommend this comprehensive coverage of BIA contract schools as a reading "must."

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These people have made many meaningful contributions--large and small to our work in Indian Education. Many people have and will continue to make continuing efforts to improve education for the American Indians. Educators from Arizona State University made significant contributions to the design of this book.

Special thanks to George A. Gill, Editor of the Journal of American Indian Education, Arizona State University, for his significant assistance in our work and to Dr. Harry W. Sundwall for the spark that he created in us--the spark that was a guiding light to our pathways.

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Enrollments in Schools Contracted to Indian Groups for Operation, Fiscal Year 1974

Area/School	P.O. Address & Zip Code	Enrollment TOTAL	Enrollment Boarding	Enrollment Day	Grades Taught
	GRAND TOTAL	2,469	573	1,896	
Aberdeen	Total	766	122	644	
Crow Creek	Ft. Thompson, S. Dak. 57339	251	122	129	7-12
Mandaree	New Town, N. Dak. 58763	246		246	K-12
St. Michael's	St. Michael, N. Dak. 58335	177		177	K- 6
Theodore Jamieson	Bismarck, N. Dak. 58501	92		92	1- 8
Anadarko	Total	30		30	
Hammon	Hammon, Okla. 73650	30		30	1-12
Billings	Total	522	103	419	
Busby	Busby, Mont. 59016	407	103	304	K-12
Wyoming	Ethete, Wyo. 82520	115		115	9-12
Eastern	Total	49		49	
Miccosukee	Homestead, Fla. 33030	49		49	S
Navajo	Total	1,063	348	715	
Borrego Pass	Crownpoint, N. Mex. 87045	105		105	K- 5
Ramah Navajo	Ramah, N. Mex. 87321	142		142	7-12
Rock Point	Chinle, Ariz. 86503	355	182	173	K-6-S
Rough Rock	Chinle, Ariz. 86503	461	166	295	K-12-S
Phoenix	Total	39		39	
Blackwater	Sacaton, Ariz. 85247	39		39	K-1

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INTRODUCTION

In the coming years Indian communities will be contracting for the operation of their schools. Recent legislation has provided a long needed move towards local control of community education. Alvin M. Josephy Jr., in his study of the Bureau of Indian Affairs of 1969 stated: "Indians had long asserted, but usually to deaf ears, that the individual tribes knew better than the Government what kinds of programs they needed and wanted, and that if they could play decisive roles in the planning of such programs, they could with technical and financial assistance, demonstrate an ability to learn quickly, to administer, and to execute them successfully." (Indian Education: A National Tragedy--A National Challenge, 1969) The facts and figures are well known, that cite the tragedies of the failure of Indian Education in the past.

President R. M. Nixon recognized, "One of the saddest aspects of Indian life in the United States is the low quality of Indian Education. Drop-out rates for Indians are twice the national average and the average educational level for all Indians under Federal supervision is less than six school years. Again at least a part of the problem stems from the fact that the Federal Government is trying to do for Indians what many Indians could do better for themselves." (A New Era for the American Indian, 1970)

A modest start of educational self-determination began in 1970-71 school year with contract schools organized in four areas. Those four local schools were directed by all-Indian school boards under contract with the B.I.A. according to, Information About...B.I.A., 1971. From this beginning several more schools have come into existence and as of, "1972-73 school year, there were thirteen such schools operated by the Indian communities they serve." (Indian Education: Steps to Progress in the 70's, 1973)

It is a common held belief that passage of the Indian Self-Determination and Education Assistance Act of 1975 was the vital legislation needed that would enable Indian communities to assume their rightful role in control of their own life-ways. The act states in section three, Declaration of Policy:

> The Congress hereby recognizes the obligation of the United States to respond to strong expression of the Indian people for self-determination by assuring maximum Indian participation in the educational as well as other Federal services to Indian communities so as to render such services more responsive to the needs and desires of those communities.
>
> The Congress declares its commitment to the maintenance of the Federal Government's unique and continuing relationship with and responsibility to the Indian people through the establishment of a meaningful Indian self-determination policy which will permit an orderly transition from Federal domination of programs for and services to Indians to effective and meaningful participation by the Indian people in the planning, conduct, and administration of those programs and services.

President G. R. Ford adequately reviews the ramifications of the act in his "Statement by the President upon signing the bill into law," on January 2, 1975:

> I have signed into law S. 1017, the Indian Self-Determination and Education Assistance Act. My administration is committed to furthering the self-determination of Indian communities without terminating the special relationships between the Federal Government and the Indian people.
>
> The Congress is to be congratulated for its passage of this legislation. It will enhance our efforts to implement this policy of Indian self-determination.
>
> Title I of this act gives the permanence and stature of law to the objective of my Administration of allowing--indeed encouraging--Indian tribes to operate programs serving them under contract to the Federal Government. Furthermore, with the passage of this act Indian communities and their leaders now share with the Federal Government the responsibility for the full realization of this objective. It will be through the initiatives of Indian communities that the authorities provided in this act be implemented. I urge these communities to make the fullest possible use of them and pledge the support of this Administration....
>
> The enactment of this legislation marks a milestone for Indian people. It will enable this Administration to work more closely and effectively with the tribes for the betterment of all the Indian people by assisting them in meeting goals they themselves have set.

The job of educating Indian people is an awesome responsibility. A new threshold of opportunity has been opened by the Indian Self-Determination and Education Assistance Act of 1975. Future success or failure now rests in the hands of Indian people.

With the passage of P.L. 93-638, the Bureau of Indian Affairs has instituted major changes in its relationship with tribal governments. Phase one has been one of awareness and clarification of the new law. Phase two, operationalizing the law and Phase three, developing guidelines and procedures and assisting tribes in interpreting these guidelines.

The Sterling Institute is conducting training institutes in various sections of the nation. These institutes are providing detailed explanations of how to use the new contracting techniques and they have also published an extensive guide for use by the tribes on how to properly contract.

The Bureau will provide assistance to the tribes in contract negotiations and will continue to play a role in the final acceptance of a contract, in so far as it will meet the regulations provided for by the law.

Tribal acceptance of contracting has moved at a steady pace the first year, with some tribes moving in very rapidly and others proceeding in a more cautious manner.

A. A DEFINITION OF A CONTRACT SCHOOL

1. What Is A Contract School?

A contract school is all or parts of any educational program which the Bureau of Indian Affairs is authorized to administer for the benefit of Indians, including programs or parts of programs or services that are authorized but not currently operated or provided by the Bureau of Indian Affairs. Also, the operation of, or, services provided by a school other than a federally operated school, serving Indian students in any grade or grades from age three years through grade twelve, controlled and sanctioned by the governing body of a tribe.

2. What types of schools are there for Indians on or near a reservation?

There are five types of schools for Indians:

a. Bureau of Indian Affairs school--federally controlled.
b. Public School--state or locally controlled.
c. Contract School--Indian community controlled.
d. Mission School--Church Supported
e. Other--privately controlled.

B. THE PEOPLE WHO MAY CONTRACT FOR A SCHOOL

3. Who May Contract A School?

The governing body of a federally recognized tribe may contract a school. An organization of Indians or tribes which is controlled, sanctioned or chartered by the governing body(s) of the tribe(s) can contract a school. Also any organization democratically elected, by the adult members of the Indian community to be served.

4. What Is The Tribal Governing Body(s)' Role In Contracting A School?

The role of the tribal governing body(s) is:

a. When the tribal governing body is the contractor, it must request by a resolution that the Bureau of Indian Affairs enter into a contract for a school.
b. When the tribal organization, contracting is not the tribal governing body(s), that organization must be sanctioned or chartered by the tribal governing body(s). Also, the tribal governing body must request by resolution that the Bureau of Indian Affairs enter into a contract, with the tribal organization, to operate a school.

C. THE REASONS FOR COMMUNITY CONTROL OF INDIAN EDUCATION

5. In What Ways Could A Contract School Attempt To Help People?

The home, the school, and the community could combine to bring about a new purpose on the part of the people. A maximum use of the school building, could serve the needs of all the members of the community. Individual community differences could be met and as a result the school programs could enrich the lives of the students. By being able to control the school's staff and decide what will be taught, community control could bring about a rebirth of people's faith in themselves and their culture.

6. In What Ways Could A Contract School Better Develop The Total Community?

Community control could aid the people in overcoming prejudice, indifference, intolerance, and allow for social progress. By working toward a common set of goals, the entire community could come together to find solutions to their problems.

7. What Will The Impact Of The Contract School Be On Community's Social Problems?

Community control of education could aid in reducing: poverty, delinquency, and crime. This could be accomplished by providing not only a higher level of education, but at the same time, teaching the students pride in themselves as members of their community.

8. What Problems Could Occur In Having Community Control Of Indian Education?

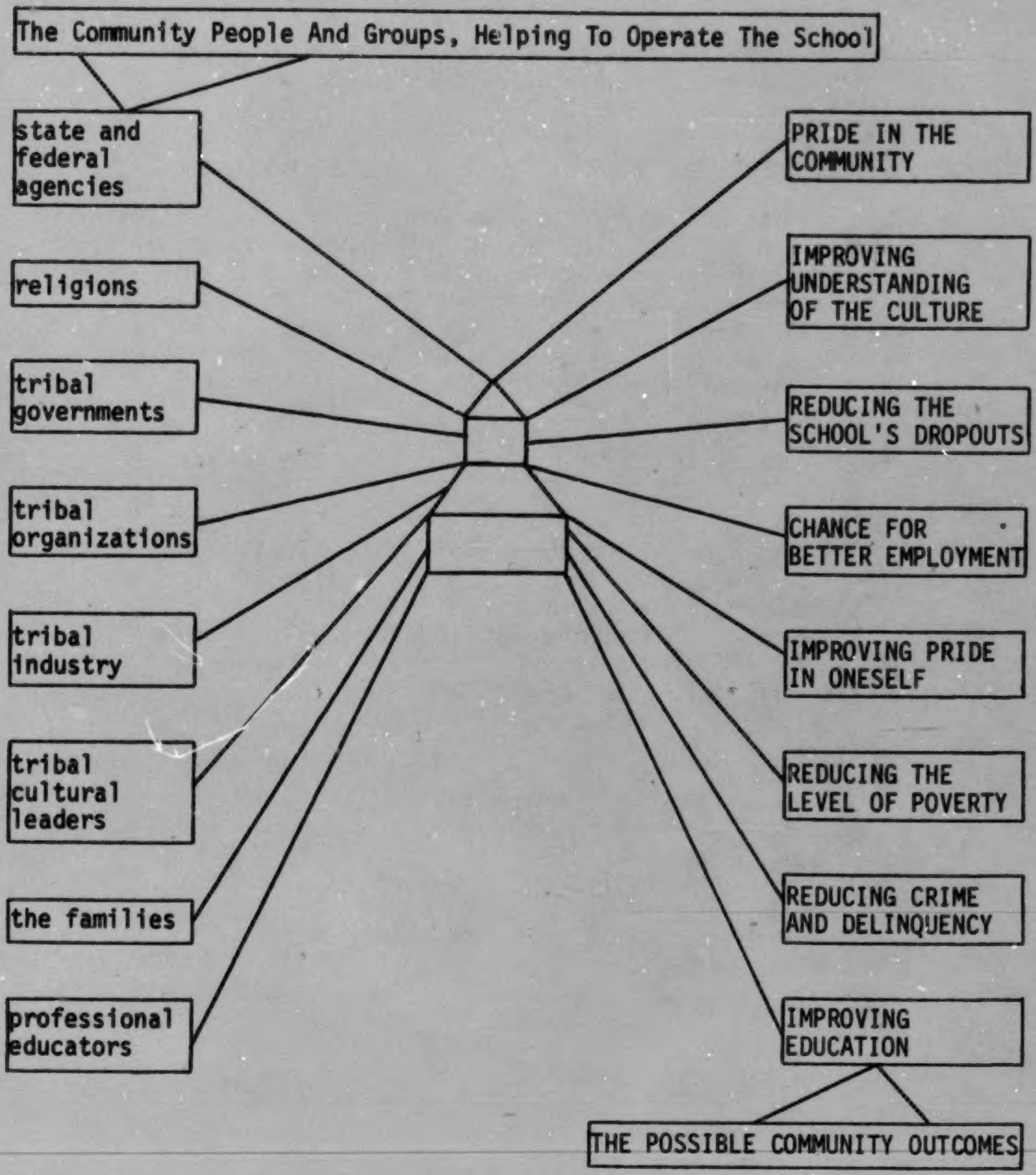
Some of the following problems might occur if the community controlled Indian Education:

a. the death rate among community controlled programs is very high.
b. most programs are last minute efforts to meet a crisis, and comes too late.
c. in the past, education has had a low priority rating in many Indian communities.
d. the leaders are all too often "do-gooders" that lack the understanding, skills, and knowledge needed to make the program run properly.
e. programs are often too small and not able to deal with the whole problem.
f. cooperation from groups with the most important input to make the program successful, is often lacking.
g. the resources being used are too small to allow the program to succeed.
h. in the beginning there is a great deal of "talking" support, but very little "working" support later on.
i. the program fails or stops when the professional advisors leave, because the program was written by the advisors and not the people.
j. qualified "multi-purpose" workers needed are often hard to find and must instead be trained.
k. some programs chosen by the people may require scarce

resources/manpower and the local smaller community programs with lower priority are unable to find enough resources/ manpower to operate.

1. there is difficulty in bringing together different factions in many Indian communities.

I. CONTRACT SCHOOL EDUCATION


The Community People And Groups, Helping To Operate The School
state and federal agencies
religions
tribal governments
tribal organizations
tribal industry
tribal cultural leaders
the families
professional educators
PRIDE IN THE COMMUNITY
IMPROVING UNDERSTANDING OF THE CULTURE
REDUCING THE SCHOOL'S DROPOUTS
CHANCE FOR BETTER EMPLOYMENT
IMPROVING PRIDE IN ONESELF
REDUCING THE LEVEL OF POVERTY
REDUCING CRIME AND DELINQUENCY
IMPROVING EDUCATION
THE POSSIBLE COMMUNITY OUTCOMES

D. SETTING UP A COMMUNITY EDUCATION ORGANIZATION

9. Who Should Be Included In A Community Education Organization?

All segments of the community should be involved in the Community Education Organization: students, parents, tribal officials, educators, community leaders and other interested people. The Community Education Organization must work with the people and discover their values and purposes for their schools.

Grass-roots people of a community are capable of determining their own needs, suggesting solutions, trying them out, and improving ways to meet those needs.

10. How Should The Community Education Organization Operate?

The Community Education Organization must organize themselves for planning and action. They should define their common individual needs and problems by evaluating the existing conditions, and then comparing this to their desired goals. The Community Education Organization should develop group plans to meet their needs and solve their problems. They could work to find the most desirable plans. Then put those plans into action, relying upon community resources, and the people.

11. What Steps Will The Community Education Organization Take?

a. Study
   1) fact finding for the purpose of developing awareness and concern.
   2) developing understanding of the needs of the community.
   3) providing necessary knowledge to solve the problems.
   4) establishing priorities among the problems.
b. Planning, developing alternate ways of solving the problems, considering the advantages and disadvantages of each method.
c. Education
   1) informing the community, of the results of the study and of the planned alternatives.
   2) encouraging the community to discuss which actions should be taken.
   3) have the people vote, to determine which methods are to be used to solve the problems.

E. APPLICATION FOR FUNDS TO EVALUATE THE PRESENT SCHOOL AND PLAN A CONTRACT SCHOOL

12. Who Provides The Funds To Evaluate The Present School And Plan A Contract School?

a. Bureau of Indian Affairs
b. Office of Education (H.E.W.)
c. Office of Child Development (H.E.W.)

d. Bureau of Outdoor Recreation (Department of the Interior)
e. Arts and Crafts Board (Department of the Interior)
f. National Association for the Education of Young Children
g. Foundations (Check Section Y, Number 100, Part s)

13. Who Writes The Application?

The application is written by the Community Education Organization with their professional advisors.

14. What Must Be Included On The Application Form?

The application has to include:
a. name and address of the tribal governing body(s) involved.
b. descriptive name of the project.
c. federal funding needed.
d. number of people to be directly served by the project.
e. length of the project.
f. beginning date of the project.
g. project budget categories or items.
h. narrative statement, describing the project.
i. evidence of request by the tribal governing body(s)
j. name and address of the Bureau of Indian Affairs Office to which the application is to be sent.
k. date that the application is to be sent to the Bureau of Indian Affairs Office.

F. THE REVIEW ACTIONS FOR THE APPLICATION OF FUNDS FOR THE EVALUATION AND PLANNING

15. Who Is The Application For Funds Sent To?

The application should be sent to:
a. Area Director--if the contract affects only communities supervised by the Area Office.
b. Commissioner--if more than one Area Office is affected.
c. Other Government Offices (See Section Y)
Note: The review action for these other government offices will be similar to that of the Bureau of Indian Affairs.

16. What Does The Area Director Do With The Application?

The Area Director shall:
a. acknowledge in writing, the receipt of the application within ten days of its arrival.
b. review the application for completeness of information and promptly request any additional information which may be required to make a recommendation.
c. assess the completed application for appropriateness of purpose as to whether it is designed to plan and or implement a new tribal operation.

d. inform the applicant, in writing, of any final recommendation, or special problems if any which will cause the application to be rejected.
e. recommend approval or disapproval following a full assessment of the application, and promptly notify the applicant of the recommendation or action.
f. make the final recommendation within thirty days.

17. What Can The Community Education Organization Do To Change An Unfavorable Decision of the Area Director?

The Community Education Organization may appeal any decision or action taken by an Area Director. Such appeals shall be made to the Commissioner. The Community Education Organization shall provide its own attorney or other advisors to represent it during the appeal process.

18. What Must The Commissioner Do With The Application?

The Commissioner shall:
a. review the same application review steps that the Area Director did.
b. review any recommendations from the Area Office(s).
c. approve or disapprove the application, in writing within thirty days.

19. What Can The Community Education Organization Do To Change An Unfavorable Decision Of The Commissioner?

The Community Education Organization may appeal any decision or action taken by the Commissioner. Such appeals shall be made to the Board of Indian Appeals (Department of the Interior). The Community Education Organization shall provide its own attorney or other advisors to represent it during the appeal process.

G. COMMUNITY'S EDUCATION GOALS

20. How Does The Community Education Organization Determine The Educational Goals Of The Community?

There are two ways in which the Community Education Organization could determine the community's educational goals.

a. A Community Meeting
   Advantages of a community meeting are:
   1) it is an open meeting where a discussion can take place.
   2) it costs less and is less time consuming.
   Disadvantages of a community meeting are:
   1) not all the people who are interested will be able to attend.
   2) it is possible that only those people who are either strongly opposed or strongly in favor of some point of view may express their view, so a true understanding of all the community's goals would be impossible.

b. A Survey of the Community

Advantages of a community survey are:

1) more people in the community could have their views recorded.
2) each person should be able to make their own decision, not accepting someone else's.

Disadvantages of a community survey are:

1) it is more costly and takes more time.
2) it does not allow the people to discuss among themselves the issues.

21. How Does The Community Education Organization Conduct A Survey To Determine The Community's Educational Goals?

The Community Education Organization should follow these steps:

a. write a clear statement of the problem (determining the educational goals).
b. prepare the questions to be used.
c. decide how the questions are to be answered (in writing or by answering in person).
d. get the questions answered.
e. count the responses and determine what they mean.
f. inform the community of the results.
g. inform the tribal governing body of the results.

22. What Questions Could Be Asked To Determine The Community's Educational Goals?

The Community Educational Organization could ask the following questions, to determine the community's educational goals:

a. do you want your children to be able to attend college?
b. do you want your child to be able to learn a vocational trade in our school?
c. how many grades would you like to include in our school?
d. what grades do you think should be included in the school to start with?
e. at what age would you like to have the school begin to provide services for your child?
f. how many days do you want your child to go to school: a week; a year?
g. when should there be vacations; which ceremonies?
h. do you want the committee that runs your school to be elected by the people or appointed by the tribal governing body?
i. what are the different groups within the community; which do you believe should be represented on the committee that will run the school?
j. should all the meetings of this committee be open to the people?
k. how many students should there be for each teacher?
l. what subjects should be taught in the school?
m. what clubs should be run by the school? (rodeo, band, arts and crafts, sports, etc.)

n. how should the students' grades be decided?
o. what would you like to keep from the present school?
p. what would you like to change in the present school?

H. DETERMINING HOW THE SCHOOL SHOULD MEET THE COMMUNITY'S EDUCATIONAL GOALS

23. What Would The Answers To "Questions That Could Be Asked To Determine The Community's Educational Goal" Mean?

If the Community Educational Organization asked the questions listed in the section just before this one (G #22) then the following statements will help in understanding what the answers will mean to how the contract school could be run.

a. in order for students to attend college, the contract school must be accredited and provide an adequate curriculum.
b. a vocational curriculum is needed, to provide for the learning of a vocational trade in school.
c. the number of grade levels to be included in the school, in the long run, will determine which curriculum guide is used, since all those grades should be in that guide.
d. the grade levels the community believes, should be included in the school to start with, should be the grade levels that the school starts with.
e. the age that the community believes the school should service, will also determine which curriculum guide is used, since all ages down to that age picked by the community should be in the guide.
f. the minimum number of days that the school operates a year, will be determined by the accrediting agency. The community may want their children to attend for more days.
g. the days that a segment of the community, even if it is fewer than half, want the school to have a vacation on. Schools do not have to close for the summer, if many students will miss school at some other time instead. Originally schools closed in the summer for the farmer's harvest.
h. the committee that runs the school should be chosen by the method the community wants.
i. all segments of the community should be represented on the committee that runs the school.
j. the community's choice on whether to have open meetings or not should be followed.
k. the maximum number of students for each teacher is set by the accrediting agency, but the community may want fewer students for each teacher.
l. the accrediting agency will require certain subjects to be taught, the community may want to add other subjects.
m. those clubs that a large segment of the community wants, even if less than half, should be included.

n. the method of grading students that best fits the community and that the community wants should be used.
o. those programs that the community likes should be used in the contract school.
p. those programs that the community wants changed should be changed to what the community wants.

24. What Procedure Should The Community Take To Determine How The School Should Meet The Community's Educational Goals?

The Community Education Organization should seek professional advice in determining how the community's educational goals should be met. The professional advice could be obtained from most universities or colleges dealing in teacher training.

I. EVALUATION OF THE PRESENT SCHOOL SYSTEM'S ABILITY TO MEET THE EDUCATIONAL NEEDS OF THE COMMUNITY

25. Who Will Evaluate The Present School System's Ability To Meet The Educational Needs Of The Community?

The evaluation should be conducted by the Community Education Organization with their professional advisors.

26. What Areas Of The School Should Be Evaluated?

The following areas should be evaluated to determine if they meet the community's educational goals:

a. the written statement of purpose and objectives of the school program.
b. the administrative guide that defines relationships between the differing levels of the school staff.
c. the student personnel services.
d. the curriculum.
e. co- and extra-curricular activities.
f. the building and equipment.
g. the method of grading students.
h. the staff: selection of and qualifications of.

J. PRESENT AND FUTURE EDUCATIONAL PLANS OF THE COMMUNITY'S SCHOOL

27. How Does The Community School Fulfill The Educational Needs Not Met By The Present School System?

The Community Education Organization should first determine if the present school system can and will change to meet the unfulfilled educational needs. If it cannot, then the Community Education Organization will have to determine if a contract school along with the present school can meet those unfulfilled needs. If, together a contract school and the present school cannot, or will not be able to meet those unfulfilled needs, then the

Community Education Organization will have to determine if a contract school could meet all of the educational needs of the community, alone.

28. How Many Areas Should The Community's Contract School Plan To Include?

The areas that the contract school should plan to include would be determined by the Community Education Organization's decision on "fulfilling the educational needs not met by the present school system."

29. How Many Areas Should The Community Education Organization Begin With In Their Running Of A Contract School?

The areas that the contract school should plan to include in the first year of operation, should include as many areas as the Community Education Organization feels that they can adequately run. The Community Education Organization should establish a time plan for contracting the remaining areas in the future.

K. DESIGNING THE EDUCATIONAL POLICY AND CURRICULUM

30. What Is The Educational Policy?

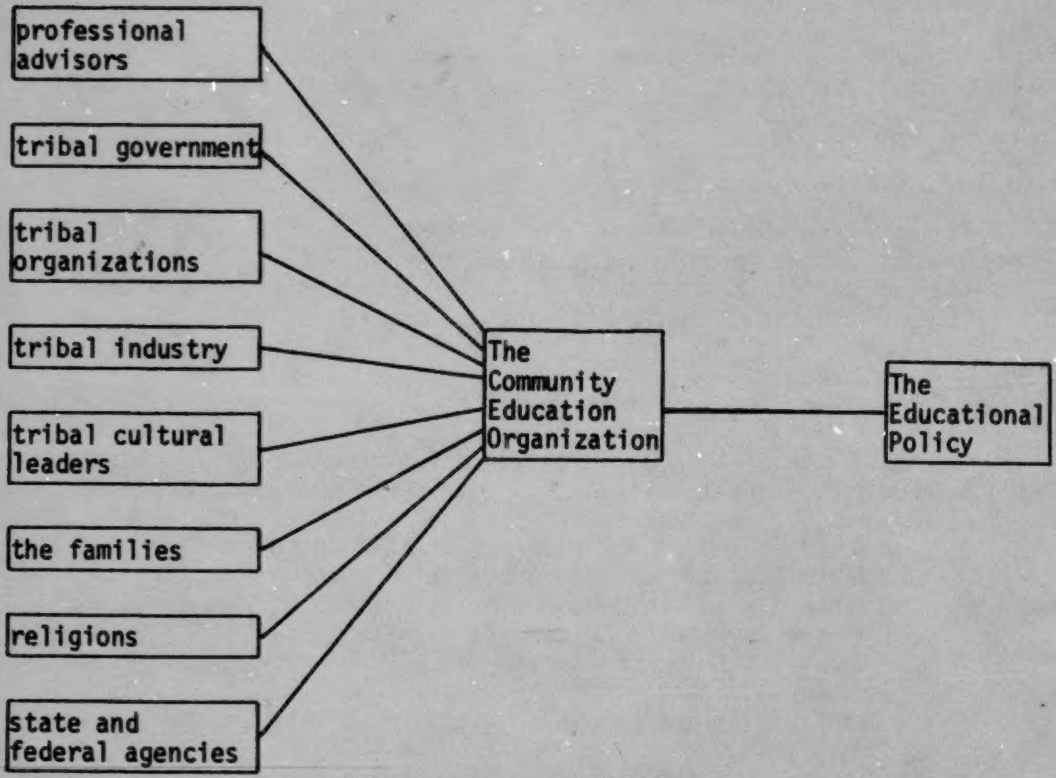
The educational policy could include the procedures to be followed in:

a. staffing.
b. the administrative structure.
c. the role of the community in running the school.
d. the financial operations of the school.
e. the uses of the school building and equipment.
f. the uses of community people in the school.
g. the student's role in running the school.
h. the discipline policy of the school.
i. the method of grading the students.
j. the transportation of students to and from school.

31. Who Designs The Educational Policy?

The school's educational policy is designed by all the members of the community.

II. DESIGNERS OF EDUCATIONAL POLICY


professional advisors
tribal government
tribal organizations
tribal industry
tribal cultural leaders
the families
religions
state and federal agencies
The Community Education Organization
The Educational Policy

32. How Is The Educational Policy Designed?

The educational policy is designed by studying the educational policy of other schools. Then choosing those sections of other schools' educational policies that could best meet the community's educational goals. Finally modifying those section of other schools' educational policies to meet the individual needs of your community.

33. What Is The School's Educational Curriculum?

A school's educational curriculum is the total experiences provided by the school for each student.

34. Who Designs The School's Educational Curriculum?

The school's educational curriculum is designed by all the members of the community.

35. How Is The Educational Curriculum Of The School Designed?

The educational curriculum is designed by studying the educational curriculums, that best fit the educational goals of the community. And finally modifying those sections of the other schools' curriculums to fit the individual differences of your community.

L. DESIGNING THE SCHOOL'S BUILDING AND EQUIPMENT

36. Who Should Decide On The Changes Needed In The School Building And The Equipment To Be Used?

The decision about the school's building and the equipment should be made by the Community Education Organization, with the help of their: professional advisors, architect-engineer, contractor, legal consultant, land agent, and the planner of equipment and furniture.

37. What Should The School Building Committee's Recommendations Include?

The committee of the Community Education Organization, which is studying the school building, recommendations should include:

a. program--what are the types of services to be offered, based on the school's policies and curriculum.
b. activities to be housed--a written statement of the activities to be included in the school's programs, in terms of the physical requirements of each.
c. people to be accommodated--the different ages, positions, numbers of, etc. that will use the building. The numbers and ages of the people to use the building in the "long run" plan.
d. areas--describe the kinds of space needed and give a rough idea as to how large a space for each activity.
e. spatial relationships--describe the location of each of the different areas in relation to the general area allowing for possible expansion later.
f. equipment and furniture--write down what types of, and what amount of each, that will be needed, as to size, scale, lay-out, and brand names.
g. special provisions--indicate what provisions are needed for such matters as lighting, heating, ventilation and sound control.

38. What Factors Should Be Considered In The Selection Of An Architect?

The following factors should be used in selecting an architect:

a. registration and professional reputation.
b. experience.
c. staff and facilities.
d. methods of operation.
e. interest in the project.
f. quality of past work.
g. references.

39. What Factors Should Be Considered In The Selection Of A School Site?

The following should be considered in the selection of a school site:
   a. the site should be large enough to accomodate the necessary building and provide space for outdoor instruction, recreation, and parking.
   b. the site should be located so that water, sewers, electricity and other utilities can be provided at a reasonable cost.
   c. the site should be located so that it can be used by all members of the community.
   d. the site should have good drainage and a top soil which is able to provide a good foundation for the building.
   e. the site should be attractive.
   f. the site should be able to provide for future expansion.

40. What Factors Should Be Considered In Renovating The Present School?

The following should be considered in designing the renovation of a building to be used for the contract school:
   a. educational requirements
   b. safety
   c. operation and maintenance
   d. student capacity
   e. attractiveness
   f. site size, location, and transportation
   g. the possibility for renovation

41. What Factors Should Be Considered In The Selection Of School Equipment?

The following factors should be considered in the selection of the school's equipment:
   a. appearance
   b. maintenance
   c. safety
   d. durability
   e. building codes
   f. guarantees
   g. flexibility
   h. availability
   i. cost

M. DETERMINING THE STAFF

42. What Staff Positions Are Needed In The School?

The following staff positions are needed in the school:
   a. administrative/financial
   b. teachers--classroom and specialist
   c. teacher-aides
   d. clerical

e. custodial
f. cafeteria staff
g. transportation staff
h. community resource people
i. school board

43. What Size Staff Should There Be In Different Areas?

The accrediting agency has established the maximum number of students for each staff position. The community may want to have fewer students for each staff position.

44. Who Determines The Hiring Requirements For The Staff Positions?

The accrediting agency has established the minimum requirements. The community should decide if any other requirements, such as: ability to speak the tribal language or understanding of the tribal culture, are needed.

N. PLANNING TO CHANGE THE PRESENT SYSTEM TO THE NEWLY DESIGNED SCHOOL

45. Who plans the change?

The Community Education Organization plans the change, with help from its professional advisors.

46. How Does The Community Education Organization Plan The Change?

The following steps need to be reviewed:
a. the evaluation of the present school system.
b. the present and future educational plans.
c. the educational policy and curriculum.
d. the plans for the school building.
e. staffing the school.

The Community Education Organization must determine how to carry out their: educational plans, policy and curriculum, the plans for the school building, and the staffing of the school. The evaluation of the present school system provides the starting point for the community's school.

O. DETERMINING THE COST OF THE SCHOOL CHANGE AND THE FIRST YEAR OF SCHOOL OPERATION

47. Who Determines The Cost Of The School Change And The First Year Of School Operation?

The Community Education Organization and its professional advisors should determine the cost of the change and the first year of operation of the school.

48. How Is The Cost Of The Change And The First Year Of Operation Determined?

The cost of the change and the first year of operating the community's school will be determined by a cost analysis of the "plan to change for the present school system to newly designed school," and the plans for the first year of operation.

P. DETERMINING THE COMMUNITY'S DESIRE FOR A CONTRACT SCHOOL

49. Who Determines The Community's Desire For A Contract School?

The Community Education Organization determines the community's desire for a contract school.

50. How Does The Community Become Informed About The Choices Between A Contract School And The Present School System?

The Community Education Organization should hold informational and advisory meetings throughout the entire planning period.

a. Informational Meeting--has three parts:
   1) it communicates information.
   2) it helps members of the community understand the information.
   3) it helps the members of the community accept the information as it is given out.
b. Advisory Meeting--is useful when information or advice from the members of the community is needed or desired.

51. How Is The Final Decision Made Regarding The Choice Of School?

After community-wide informational and advisory meetings are held, a final meeting must be held and a vote taken to determine whether to apply for a contract school or not. Before the contract application can be accepted, the tribal governing body must also vote to approve the contract school.

Q. THE CONTRACT APPLICATION

52. Who Provides The Funds For A Contract School?

It would be possible to get funds for different operations of a contract school from:

a. Bureau of Indian Affairs
b. Office of Education (H.E.W.)
c. Office of Child Development (H.E.W.)
d. Child Nutrition Division (U.S. Department of Agriculture)
e. Foundations (see Section Y, Number 100)

53. Who Writes The Application?

The application should be written by the Community Education Organization with aid from their professional advisors.

54. What Must Be Included In The Application For A Contract School?

Application for a contract school shall contain:

a. full name, address and telephone number of the Community Education Organization.
b. full name of the tribe(s) which will be served by the school.
c. the tribal governing body(s)' resolution requesting the contract for a school.
d. the date the contract application will be sent to the Bureau of Indian Affairs Office.
e. the signature of the Community Education Organization's authorized representative and the date of the signature.
f. the estimated number of Indian people who will receive service from the contract school.
g. description of the services to be provided by the contract school.
h. a plan of operation including:
    1) a statement of the goals and objectives of the contract school.
    2) the organization, methods, and procedures to be used to accomplish the goals and objectives of the contract school.
    3) the method of evaluating whether the goals and objectives of the contract school have been met.
    4) the budget showing the amount and sources of funds and other resources required for the contract.
    5) staffing plan, including extent, if any that Bureau of Indian Affairs personnel may be used.
    6) the evaluation system to be used in an on-going evaluation of whether the contract school is performing to the requirements of the contract.
i. statement of the Community Education Organization's knowledge of how to operate a school.
j. description of personnel system, including:
    1) requirements for each staff position.
    2) hiring procedures.
    3) training procedure.
k. listing of equipment, facilities and buildings needed to carry out the contract and how the Community Education Organization intends to obtain them. When equipment is shared, for the programs, with a non-contracted program the arrangements must be included. A description of the procedure to account for and protect government property.
l. certification by a licensed accountant that the bookkeeping and accounting procedures used by the Community Education Organization meet the Bureau of Indian Affairs' requirements. Or the Community Education Organization

must agree to establish a bookkeeping and accounting system that meets the Bureau of Indian Affairs' requirements.

m. proposed system for managing property and keeping records.
n. any advance payments that would be required.
o. the terms of the contract requested and the proposed starting date of the contract.
p. the Bureau of Indian Affairs staff or other resources that will provide training to the Community Education Organization which will develop a substantive knowledge of the operation of the contract school.
q. description of the procedures to insure that service and assistance will be provided to the Indians affected by the contract school in a fair and uniform manner. Such procedures will include: qualifications for receiving the services, adequate record keeping of the fairness and uniformity of the services, and a complaint procedure.

R. THE BUREAU OF INDIAN AFFAIRS' REVIEW ACTIONS FOR A CONTRACT APPLICATION

55. Who Is The Application Sent To?

The application is sent to:

a. the Superintendent, when the tribe(s) or Indians to be served by the contract school are within the jurisdiction of that Agency Office.
b. the Area Director, when the tribe(s) or Indians to be served by the contract school are within the jurisdiction of more than one Agency Office under the same Area Office.
c. the Commissioner, when the tribe(s) or Indians to be served by the contract school are within the jurisdiction of more than one Area Office.

56. What Must The Agency Superintendent Do With The Application?

The Superintendent shall:

a. within five days, notify the Community Education Organization and the tribal governing body(s) that the application was received.
b. within fifteen days, review the application for completeness and request any additional information.
c. within thirty days, make recommendations, in writing, to the Community Education Organization and the tribal governing body, which would possibly help improve the application and offer assistance.
d. forward the application and recommendation to the Area Office:
    1) within thirty days after receiving the application if there is no needed improvements, or
    2) within ten days after making written recommendations to the Community Education Organization, when the Community Education Organization does not respond to the recommendations.

57. What Will The Area Director Do With The Application?

The Area Director will:

a. within five days notify the Community Education Organization and the tribal governing body, that the application was received.

b. within thirty days review the contract application, the recommendations of the Superintendent(s), and any responses of the Community Education Organization, and at this point, either accept or reject the contract.

    1) if accepted, then negotiate and award the contract within the next thirty days.

    2) if rejected, then inform the Community Education Organization in writing of the reasons for rejecting, provide a copy of any documents used at arriving at the decision to reject, and recommend how the application could be improved and provide technical assistance for this purpose. A meeting shall be arranged within fifteen days, between the Community Education Organization and the Area Director, to improve the contract application.

58. What Does The Commissioner Do With The Application?

The Commissioner must:

a. within five days, notify the Community Education Organization and the tribal governing body(s) of receiving the application.

b. within twenty days, direct the affected Area Director(s) to send their recommendations, the responses of the tribal governing body(s), and the responses of the Community Education Organization.

c. within fifteen days of receiving the recommendations and responses from the Area Office, notify the tribal governing body(s), the Community Education Organization, and the Area Director(s) of one of the following:

    1) when accepting the application to contract, negotiate and award the contract within the next forty-five days, or

    2) when rejecting the application, inform the Community Education Organization:

        a) that they may submit a written argument to rebut the Commissioner's plan to reject.

        b) that they may request a meeting with the Commissioner or a representative of the Commissioner

            (1) the Commissioner will then select a meeting place.

            (2) direct payment for transportation and daily expenses for representatives of the Community Education Organization.

            (3) notify the Community Education Organization and the tribal governing body(s) of the time, place, and other terms of the meeting.

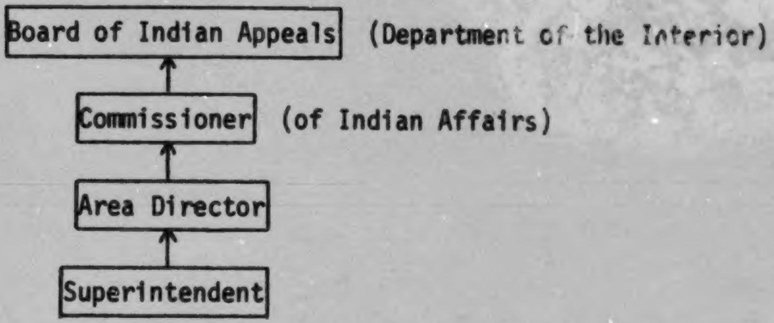
        (4) hold the meeting within thirty days unless the Community Education Organization request a later date.
    - c) the Community Education Organization only has thirty days, from receiving the notice of the Commissioner, to use a) or b) above.

d. if the Commissioner determines that the contract must still be rejected,
  1) a declination notice will be issued:
    - a) within fifteen days, after receiving the Community Education Organization's written rebuttal or meeting with them.
    - b) within forty-five days, after notifying the Community Education Organization of their opportunities to rebut or meet, if there is no response from the Community Education Organization.
  2) the declination notice shall be in writing and include:
    - a) the specific objections, categorized as to the cause of rejection.
    - b) copies of all communications between the Bureau of Indian Affairs, the Community Education Organization and the affected tribal governing body(s).
    - c) specific recommendations that were made to improve the application.
    - d) a copy of the original application.
    - e) the appeal rights of the Community Education Organization and the tribal governing body(s).

59. What Can The Community Education Organization Do To Change An Unfavorable Decision?

The Community Education Organization has a right to a hearing to appeal the decision of, or the actions taken by: the Superintendent, Area Director, or Commissioner. The appeal is made to the official above the person whose action or decision is being appealed.

III. CHAIN OF COMMAND



S. NEGOTIATION FOR THE CONTRACT SCHOOL

60. Who Shall Negotiate For The Community?

The Community Education Organization and its professional advisors shall negotiate for the community.

61. Who Shall Negotiate For The Bureau Of Indian Affairs?

The negotiations for the Bureau of Indian Affairs will be conducted by:

a. the Area Director when the tribe(s) or Indians to be served by the contract are within the jurisdiction of that Area Office.
b. the Commissioner when the tribe(s) or Indians to be served by the contract are within the jurisdiction of more than one Area Office.

62. What Should Be Negotiated?

The responsibilities of the:

a. Community Education Organization
b. tribal governing body(s)
c. Bureau of Indian Affairs, and
d. all other interested organizations

all services necessary to conduct a contract school.

T. RENOVATING OR CONSTRUCTING A SCHOOL BUILDING

63. Who Will Fund The Renovation Or Construction?

School renovation or construction funds will be provided by:

a. Bureau of Indian Affairs
b. Office of Education (H.E.W.)
c. Office of Child Development (H.E.W.)
d. Child Nutrition Division (Department of Agriculture)
e. Bureau of Outdoor Recreation (Department of the Interior)
f. foundations

64. Who Writes The Application For The Funds?

The application is written by the Community Education Organization and its professional advisors.

65. What Must Be Included In The Application?

The application must include:

a. the full name, address and telephone number of the Community Education Organization.
b. full name of the tribe(s) to be served.
c. the tribal governing body(s)' resolution requesting the contract for a school building.

d. the date the contract application will be sent to the Bureau of Indian Affairs Office.
e. the signature of the Community Education Organization's authorized representative and the date of the signing.
f. an outline of the educational program, including:
    1) narrative description of elementary programs with educational philosophy.
    2) narrative description of secondary programs with educational philosophy, including course offerings with each course enrollment, class size, number of class meetings per week, minutes per class and fraction of the year taught.
    3) the long range educational plans of the Community in one to three years and in four to ten years, if the facilities are not constructed, discussing all options for housing the students.
g. outline geographic attendance boundaries, including:
    1) map of attendance area with description.
    2) description of other Federal, public and private schools within the boundaries above.
    3) discussion of the impact of the project on the schools listed above.
    4) bus routes and changes in present bus routes if the school is built.
h. outline the school enrollment characteristics and data including:
    1) present total enrollment and enrollment by grade.
    2) enrollment for the past six years by total and grade.
    3) estimate the enrollment by year for the next five years, by total and grade.
    4) describe the source or reasons for any expected population growth.
    5) the number of students residing within the attendance area but going to other schools, and the number of persons by age between one and twenty-five.
i. outline project description and justification information, including:
    1) function of the school building, such as--a kitchen/dining area for 300 students, grades K-8.
    2) information such as capacity, date of construction, square footage and condition of existing facilities which are to be replaced.
    3) problems which may occur, such as lack of adequate construction site, disputed jurisdiction, flood plain, soil conditions, archeological clearance, lack of electric power or water.
    4) justification for the project (choose one of the below and explain).
        a) the facility has been destroyed by a natural disaster.
        b) the facility is unsafe or unsanitary, document such claims, and there is no place to presently house the students elsewhere.

c) the facility is unsafe or unsanitary, and there is a place to temporarily house the students.
d) there are unhoused students due to enrollment and population change.
e) the facility will not meet the education program for reasons, such as poor arrangement of the rooms, inadequate spaces and need for structural and utility changes.
f) the facility is obsolete due to age, operation and maintenance is costly and impractical.
g) the facility (new) will make it possible for the children to attend school closer to home.

5) a current overall plan for constructing Bureau of Indian Affairs' facilities, prepared by the Bureau of Indian Affairs and approved by the tribe(s) affected.
6) attendance area school construction plans and an agreement to that fact. Attach any school construction plans within the area for all Federal public and private schools and an agreement to that fact.

66. What Are The Review Procedures That Will Be Followed?

The review procedures are similar to those outlined in Section R.

U. STAFFING THE SCHOOL

67. Who Hires The Staff?

The staff is hired by the Community Education Organization with aid from its professional advisors.

68. What Are The Requirements For Each Staff Position?

The staff requirements should be the same as the job descriptions that were included in the contract application.

69. May The Bureau Of Indian Affairs Personnel Be Hired For The Contract School's Staff?

Yes, the Bureau of Indian Affairs' personnel may be hired for the contract school's staff.

70. What Will Happen To The Bureau Of Indian Affairs People's Civil Service Benefits If They Are Hired?

A mutual agreement will be made between the Community Education Organization and the employee before the employee leaves the Bureau of Indian Affairs' employment, to retain coverage for any of the following Federal benefits:

a. compensation for work injury.
b. retirement
c. health insurance.
d. life insurance.

71. May The Community People Be Trained So They Could Be Hired To Work In The School?

Yes. Training of community people could be conducted by organizations found in Section Y, Question 97.

V. PURCHASING THE SCHOOL'S MATERIALS

72. Who Will Purchase The School's Materials?

The Community Education Organization and its professional advisors will be directly responsible for purchasing the school's materials.

73. What Factors Should Be Considered When Purchasing School Materials?

The following factors should be considered in the selection of the school's material:

a. appearance
b. maintenance
c. safety
d. durability
e. building codes
f. guarantee
g. flexibility
h. cost
i. agreement with the community's educational goals
j. contribution to attaining the classroom's learning goals
k. quality of production

W. ON-GOING AND LONG RANGE EVALUATION OF THE CONTRACT SCHOOL'S PERFORMANCE

74. Who Should Evaluate The School's Performance?

The school's evaluation should be conducted by two groups:

a. Community Education Organization
   Advantages:
   1) they are familiar with the educational goals of the community.
   2) they understand the culture and its role in the school.
   3) low cost.
   4) it gives more training to the community people.
   5) they will remain in the community to see that their recommendations are carried out.
   Disadvantages:
   1) there could be a tendency to give a better report because they run the school.
   2) they do not usually have the expertise to do a good enough job.
   3) they don't have anything to compare the school to.

4) their evaluation may not have the prestige an outside evaluation would have.

b. Professional Evaluation Team (such as an accrediting agency)

Advantages:

1) a more objective approach could be possible.
2) they should have the expertise to do a good job.
3) they usually have evaluated many schools, so their prior experience gives them a greater expertise.
4) in some cases, an outside evaluation team will have more prestige than the community's team.

Disadvantages:

1) they are not familiar with the educational goals of the community.
2) they do not understand the culture.
3) usually it will be more costly.
4) they are not around the community, later, to see that their recommendations are carried out.

75. What Areas Of The School Should Be Evaluated?

The following areas of the school should be evaluated to determine if they meet the community's educational goals:

a. the written statement of purpose and objectives of the school program.
b. the administrative guide that defines relationships between the differing levels of the school staff.
c. the student personnel services.
d. the curriculum.
e. co- and extra-curricular activities.
f. the building and equipment.
g. the method of grading students.
h. the staff: selection of and qualifications of.

X. SCHOOL IMPROVEMENTS

76. Who Should Recommend The Improvements?

Recommendations should come from: any member of the community, staff, the Community Education Organization, or the evaluation team.

77. What Improvements Should Be Made?

Improvements should be made that are recommended by anyone and, are shown to the Community Education Organization, will better meet the educational needs of the community.

78. When Should Improvements Be Made?

Several factors could determine when improvements will be made:

a. when the money, to make them, is available.

b. when the improvements will not disrupt the educational process.
c. when, if a contract change must be made, is the contract renegotiated.

Y. A LIST OF ORGANIZATIONS THAT COULD HELP SET UP AND RUN A CONTRACT SCHOOL

In Using This Section:

The organizations which will provide aid to communities are listed at the end of this section (Number 100). They have been placed in groups and each group was given a code letter. After each question in this section, there is a list of these code letters. These code letters signify which groups have organizations in them that will provide the service mentioned in the question.

The groups have been divided as follows:

a. UNIVERSITY CENTERS FOR COMMUNITY EDUCATION DEVELOPMENT
b. DIRECTORY OF PUBLISHERS
c. HIGH SCHOOL ACCREDITING AGENCIES
d. SUPPLIERS OF SCHOOL MATERIALS
e. EDUCATIONAL MAGAZINES
f. EDUCATIONAL ASSOCIATIONS
g. TEST PUBLISHERS DIRECTORY
h. EDUCATIONAL GUIDES TO INSTRUCTIONAL MATERIALS
i. INDIAN ASSOCIATION PUBLICATIONS
j. INDIAN EDUCATION RESOURCES CENTER (B.I.A.)
k. NATIONAL INDIAN TRAINING AND RESEARCH CENTER
l. NATIONAL SCHOOL BOARDS ASSOCIATION
m. THE INDIAN ARTS AND CRAFTS BOARD
n. NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
o. U.S. CIVIL SERVICE COMMISSION, BUREAU OF INTERGOVERNMENTAL PERSONNEL PROGRAMS
p. BUREAU OF INDIAN AFFAIRS, AREA OFFICES
q. U.S. OFFICE OF EDUCATION (H.E.W.)
r. UNIVERSITIES AND COLLEGES WITH TEACHER TRAINING FACILITIES
s. FOUNDATIONS
t. CENTER FOR INDIAN EDUCATION-ARIZONA STATE UNIVERSITY
u. CHILD NUTRITION DIVISION (U.S.D.A.)
v. BUREAU OF OUTDOOR RECREATION (U.S.D.I.)
w. SMITHSONIAN INSTITUTION
x. NATIONAL GALLERY OF ART
y. OFFICE OF CHILD DEVELOPMENT (H.E.W.)
z. ASSOCIATION ON INDIAN AFFAIRS, INC.

79. Who Will Aid In Setting Up A Community Education Organization?

Groups p, q, n, and z.

80. Who Will Provide The Funds To Evaluate The Present System And Plan A Contract School?

Groups n, p, q, and y.

81. Who Will Give Aid In Writing The Application For Funds To Evaluate The Present School System And Plan A Contract School?

Groups k, p, q, t, y, and z.

82. Who Will Help Determine The Community's Goals?

Groups a, k, p, r, and t.

83. Who Will Aid In Determining How The School Should Meet The Community's Educational Goals?

Groups a, k, p, r, and t.

84. Who Will Aid In Evaluating The Present School System?

Groups a, k, p, r, and t.

85. Who Will Aid In Developing The Present And Future Plans Of The Community's School?

Groups a, c, j, k, n, p, r, and t.

86. Who Will Aid In Designing The School's Educational Policy And Curriculum?

Groups a, c, e, f, h, i, j, m, n, p, q, r, t, and y.

87. Who Will Aid In Designing The School Buildings--Equipment?

Groups a, c, d, e, f, h, j, k, n, p, q, r, t, and v.

88. Who Will Aid In Determining The Staff?

Groups a, c, e, f, j, k, l, n, o, p, q, r, t, and y.

89. Who Will Aid In Planning To Change The Present School System To The Newly Designed School?

Groups a, j, k, p, r, and t.

90. Who Will Aid In Determining The Cost Of The Change And The First Year Of Operation?

Groups a, d, f, g, h, j, k, p, r, and t.

91. Who Will Provide Funds For A Contract School?

Groups p, q, s, u, and y.

92. Who Will Provide Aid In Writing The Contract Application?

Groups a, j, k, p, q, r, t, and z.

93. Who Will Advise The Community Education Organization During The Negotiating With The Bureau Of Indian Affairs For The Actual School Contract?

Groups a, k, r, t, and z.

94. Who Will Provide Funds For The Renovation Or Construction Of The School?

Groups p, s, q, and r.

95. Who Will Aid In Writing The Application For Funds To Renovate Or Construct The School Building?

Groups a, j, k, p, q, r, t, v, and z.

96. Who Will Aid In Hiring The School's Staff?

Groups k, e, f, o, p, and t.

97. Who Can Provide Training For The School's Staff?

Groups a, k, j, o, p, r, and t.

98. Who Are The Suppliers Of School Materials?

Groups b, d, e, f, g, h, i, j, m, r, w, and x.

99. Who Will Provide On-Going And/Or Long-Range Evaluations Of The Contract School's Performance?

Groups a, c, j, k, p, r, and t.

100. What Are The Addresses Of The Organizations That Provide Help?

a. UNIVERSITY CENTERS FOR COMMUNITY EDUCATION DEVELOPMENT

ALMA COLLEGE, Regional Center for Community Education, Alma College, Alma, Michigan 48801

ARIZONA STATE UNIVERSITY, Southwest Regional Center for Community School Development, 415 Farmer Education Building, Arizona State University, Tempe, Arizona 85281

BALL STATE UNIVERSITY, Institute for Community Education Development, Office of Extended Services, Ball State University, Muncie, Indiana 47306

BRIGHAM YOUNG UNIVERSITY, Regional Center for Community School Development, 281 Richards Building, Brigham Young University, Provo, Utah 84601

CALIFORNIA STATE UNIVERSITY--NORTHRIDGE, Cooperating Center for Community School Development, School of Education, Department of Administration and Supervision, California State University, Northridge, California 91324

CALIFORNIA STATE UNIVERSITY--SAN JOSE, California Center for Community School Development, School of Education, Room 423, California State University, San Jose, California 95114

COLLEGE OF ST. THOMAS, Community Education Center, College of St. Thomas, Box 4004, 2115 Summit Avenue, St. Paul, Minnesota 55105

COLORADO STATE UNIVERSITY, Community Education Center, Colorado State University, Fort Collins, Colorado 80521

EASTERN MICHIGAN UNIVERSITY, Center for Community Education, 101 Boone Hall, Eastern Michigan University, Ypsilanti, Michigan 48197

FLORIDA ATLANTIC UNIVERSITY, Center for Community Education, College of Education, Florida Atlantic University, Boca Raton, Florida 33432

MIAMI UNIVERSITY, Cooperating Center for Community Education Development, 352 McGuffey Hall, Miami University, Oxford, Ohio 45056

MONTCLAIR STATE COLLEGE, Community Education Development Center, Montclair State College, 14 Normal Avenue, Upper Montclair, New Jersey 07043

NORTHERN MICHIGAN UNIVERSITY, Center for Community Education, Learning Resources 2-A, Northern Michigan University, Marquette, Michigan 49855

SEATTLE PACIFIC COLLEGE, Cooperating Center for Community Education Development, Seattle Pacific College, Seattle, Washington 98119

TEXAS A & M UNIVERSITY, Center for Community Education, 203A Bolton Hall, Texas A & M University, College Station, Texas 77843

UNIVERSITY OF ALABAMA, Center for Community Education, School of Education, University College, University Station, University of Alabama in Birmingham, Birmingham, Alabama 35294

UNIVERSITY OF CONNECTICUT, Northeast Community Education Development Center, U-142, University of Connecticut, Storrs, Connecticut 06268

UNIVERSITY OF FLORIDA, Center for Community Education, 280 Norman Hall, University of Florida, Gainesville, Florida 32601

UNIVERSITY OF GEORGIA, Center for Community Education, University of Georgia, Athens, Georgia 30601

UNIVERSITY OF MISSOURI, Midwest Community Education Development Center, School of Education, 506, University of Missouri, 8001 Natural Bridge Road, St. Louis, Missouri 63121

UNIVERSITY OF OREGON, Northwest Community Education Development Center, 1736 Moss Street, University of Oregon, Eugene, Oregon 97403

UNIVERSITY OF VERMONT, Community Education Development Center, College of Education, University of Vermont, Burlington, Vermont 05401

UNIVERSITY OF VIRGINIA, Mid-Atlantic Center for Community Education, 164 Rugby Road, University of Virginia, Charlottesville, Virginia 22903

WESTERN MICHIGAN UNIVERSITY, Community School Development Center, 3421 Sangren Hall, Western Michigan University, Kalamazoo, Michigan 49001

b. DIRECTORY OF PUBLISHERS

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Washington, D.C. 20036

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Iowa 52001

THE BRUCE PUBLISHING COMPANY, 8701 Wilshire Boulevard,
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THE EDUCATIONAL FORUM, National Office of Kappa Delta Pi, Executive Secretary, P.O. Box A, West Lafayette, Indiana 47906

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EDUCATIONAL PRODUCT REPORT, Educational Products Information Exchange Institute, 463 West Street, New York, New York 10014

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EDUCATIONAL RECORDS BUREAU. BULLETINS, Educational Records Bureau, 160 Speen Street, Farmingham, Massachusetts 01701

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ENGLISH JOURNAL, National Council of Teachers of English, 111 Kenyon Road, Urbana, Illinois 61801

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FORECAST FOR HOME ECONOMICS, 902 Sylvan Avenue, Englewood
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FORUM FOR THE DISCUSSION OF NEW TRENDS IN EDUCATION, APS
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UNITED STATES OFFICE OF EDUCATION PUBLICATIONS, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

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Pennsylvania 19104

SOCIETY FOR AUTOMATION IN BUSINESS EDUCATION, San
Diego State College, San Diego, California 92115

UNITED STATES NATIONAL STUDENT ASSOCIATION, 2115
South Street, N.W., Washington, D.C. 20008

UNIVERSITY FILM ASSOCIATION, University of Kansas,
Lawrence, Kansas 66044

b) Special Education

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, 1537 3 th Street, N.W., Washington, D.C. 20007

AMERICAN ASSOCIATION FOR GIFTED CHILDREN, 15 Gramercy Park, New York, New York 10003

AMERICAN ASSOCIATION OF MENTAL DEFICIENCY, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

AMERICAN ASSOCIATION OF SPECIALIZED COLLEGES, 154 East Erie Street, Chicago, Illinois 60611

AMERICAN DRIVER AND TRAFFIC SAFETY EDUCATION ASSOCIATION, 1201 16th Street, N.W., Washington, D.C. 20036

AMERICAN MONTESSORRI SOCIETY, 175 Fifth Avenue, New York, New York 10010

AMERICAN SPEECH AND HEARING ASSOCIATION, 9030 Old Georgetown Road, Washington, D.C. 20014

ASSOCIATION FOR CHILDHOOD EDUCATIONAL INTERNATIONAL, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

ASSOCIATION OF EDUCATORS OF GIFTED CHILDREN, Department of Education, St. Paul, Minnesota 55102

CHILD STUDY ASSOCIATION OF AMERICA, 9 East 89th Street, New York, New York 10028

COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY, 404 Education Building, Kent State University, Kent, Ohio 44240

COUNCIL FOR EXCEPTIONAL CHILDREN, 1499 South Jefferson Davis Highway, Arlington, Virginia 22202

COUNCIL ON EDUCATION OF THE DEAF, California School for the Deaf, 3044 Horace Street, Riverside, California 92506

COUNCIL FOR EXCEPTIONAL CHILDREN, 1201 16th Street, N.W., Washington, D.C. 20036

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION, 636 Southern Building, Washington, D.C. 20005

COUNCIL ON STUDENT TRAVEL, 777 United Nations Plaza, New York, New York 10017

DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION, NEA,
1201 16th Street, N.W., Washington, D.C. 20036

EASTERN BUSINESS TEACHERS ASSOCIATION, Box 962,
Newark, New Jersey 07101

INSTITUTE OF INTERNATIONAL EDUCATION, INC., 809 United
Nations Plaza, New York, New York 10017

INTERNATIONAL READING ASSOCIATION, 6 Tyre Avenue,
Newark, Delaware 19711

NATIONAL ASSOCIATION FOR GIFTED CHILDREN, 8080 Spring
Valley Drive, Cincinnati, Ohio 45236

NATIONAL ASSOCIATION FOR RETARDED CHILDREN, 420
Lexington Avenue, New York, New York 10017

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG
CHILDREN, University of Illinois, Urbana, Illinois
61822

c) Private Education

ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS, 1730
M Street, N.W., Washington, D.C. 20036

CHILD WELFARE LEAGUE OF AMERICA, INC., 67 Irving
Place, New York, New York 10010

COUNTRY DAY SCHOOL HEADMASTERS ASSOCIATION OF THE U.S.,
Hawken School, Richmond Road, Cleveland, Ohio
44143

FRIENDS COUNCIL ON EDUCATION, 112 South 16th Street,
Philadelphia, Pennsylvania 19102

HEADMASTERS ASSOCIATION, Blake School, Hopkins,
Minnesota 55343

HEADMISTRESS ASSOCIATION OF THE EAST, 69 Middlesex
Road, Chestnut Hill, Massachusetts 02154

HEADMISTRESS ASSOCIATION OF THE MIDDLEWEST, Northrop
Collegiate School, Minneapolis, Minnesota 55405

HEADMISTRESS ASSOCIATION OF THE PACIFIC COAST, 3065
Jackson Street, San Francisco, California 94115

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS, 4 Liberty
Square, Boston, Massachusetts 02109

NATIONAL ASSOCIATION OF PRINCIPALS OF SCHOOLS FOR
GIRLS, Firefly Farm, RFD, Fremont, New Hampshire
03044

NATIONAL ASSOCIATION OF STATE ADMINISTRATORS AND SUPERVISORS OF PRIVATE SCHOOLS, 88 East Broad Street, Columbus, Ohio 43215

OREGON PRIVATE SCHOOL ASSOCIATION, Box 2721, Portland, Oregon 97208

PRIVATE SCHOOLS ASSOCIATION OF THE CENTRAL STATES, Wayland Academy, Beaver Dam, Wisconsin 53916

SOUTHERN ASSOCIATION OF INDEPENDENT SCHOOLS, Isadore Newman School, New Orleans, Louisiana 70111

d) Guidance, Counseling, Scholarships

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

AMERICAN SCHOOL COUNSELOR ASSOCIATION, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

COLLEGE ENTRANCE EXAMINATION BOARD, 888 Seventh Avenue, New York, New York 10019

COMMISSION ON YOUTH SERVICE PROJECTS, THE, 475 Riverside Drive, New York, New York 10027

COUNCIL ON STUDENT PERSONNEL ASSOCIATIONS, University of Detroit, 4001 West McNichols Avenue, Detroit, Michigan 48221

NATIONAL CAREER INFORMATION CENTER, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

NATIONAL MERIT SCHOLARSHIP CORPORATION, 990 Grove Street, Evanston, Illinois 60201

NATIONAL SOCIETY FOR PROGRAMMED INSTRUCTION, P.O. Box 137, Cardinal Station, Washington, D.C. 20017

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009

e) Educational Research

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, 1126 16th Street, N.W., Washington, D.C. 20036

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, P.O. Box 5207, Madison, Wisconsin 53705

AMERICAN STATISTICAL ASSOCIATION, 806 15th Street, N.W., Washington, D.C. 20005

ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS, 1201 16th Street, N.W., Washington, D.C. 20036

ASSOCIATION FOR INSTITUTIONAL RESEARCH, 102 Martin Hall, Auburn University, Auburn, Alabama 36830

CENTRAL SCHOOL BOARDS COMMITTEE FOR EDUCATION RESEARCH, 525 West 120th Street, New York, New York 10027

EDUCATION COUNCIL FOR SCHOOL RESEARCH AND DEVELOPMENT, 131 Mineola Boulevard, Mineola, New York 11501

EDUCATION DEVELOPMENT CENTER, 55 Chapel Street, Newton, Massachusetts 02160

EDUCATIONAL MEDIA COUNCIL, INC., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

EDUCATIONAL RECORDS BUREAU, 116 Maple Avenue, Greenwich, Connecticut 06830

LEARNING RESOURCES INSTITUTE, 5400 North St. Louis Avenue, Chicago, Illinois 60625

METROPOLITAN SCHOOL STUDY COUNCIL, Teachers College, Columbia University, New York, New York 10027

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION, Evaluation Services, Michigan State University, East Lansing, Michigan 48823

SOCIAL SCIENCE RESEARCH COUNCIL, 230 Park Avenue, New York, New York 10017

SOCIETY FOR OCCUPATIONAL RESEARCH, LTD., 1860 Broadway, New York, New York 10023

SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, 5801 Ellis Avenue, Chicago, Illinois 60037

f) Higher Education

AMERICAN ASSOCIATION FOR EXTENSION EDUCATION, Box 3014, University Station, Eugene, Oregon 97403

AMERICAN ASSOCIATION FOR HIGHER EDUCATION, One Dupont Circle, Washington, D.C. 20036

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, One Dupont Circle, Washington, D.C. 20036

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, One
Dupont Circle, Washington, D.C. 20036

ASSOCIATION FOR CONTINUING HIGHER EDUCATION, Purdue
University, Calumet Campus, Hammond, Indiana
46323

ASSOCIATION FOR HIGHER EDUCATION, NEA, One Dupont
Circle, Washington, D.C. 20036

ASSOCIATION OF AMERICAN COLLEGES, 1818 R Street, N.W.,
Washington, D.C. 20009

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, Barber-Scotia College, Concord, New Hampshire 28025

COUNCIL FOR ADVANCEMENT OF SECONDARY EDUCATION, INC.,
1201 16th Street, N.W., Washington, D.C. 20036

COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES, One
Dupont Circle, Washington, D.C. 20036

COUNCIL OF NORTH CENTRAL JUNIOR COLLEGES, Henry Ford
Community College, Dearborn, Michigan 48128

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS, 225 Broadway, New York, New York 10007

NEW ENGLAND JUNIOR COLLEGE COUNCIL, Hartford College
for Women, 1265 Asylum Avenue, Hartford,
Connecticut 06105

SOUTHERN ASSOCIATION OF JUNIOR COLLEGES, Snead State
Junior College, Boaz, Alabama 35957

SOUTHERN REGIONAL EDUCATION BOARD, 130 Sixth Street,
N.W., Atlanta, Georgia 30313

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, 1499
Bayshore Highway, Burlingame, California 94010

g) Vocational Education

AMERICAN FEDERATION OF INFORMATION PROCESSING
SOCIETIES, 210 Summit Avenue, Montvale, New Jersey
07645

AMERICAN INDUSTRIAL ARTS ASSOCIATION, 1201 16th
Street, N.W., Washington, D.C. 20036

AMERICAN INSTITUTE OF ARCHITECTS, 1735 New York
Avenue, N.W., Washington, D.C. 20006

AMERICAN SOCIETY FOR ENGINEERING EDUCATION, One Dupont Circle, Washington, D.C. 20036

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT, Box 5307, Madison, Wisconsin 53705

AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS, 1750 Old Meadow Road, McLean, Virginia 22101

AMERICAN TECHNICAL EDUCATION ASSOCIATION, INC., Box 31, Delmar, New York 12054

AMERICAN VOCATIONAL ASSOCIATION, 1510 H Street, N.W., Washington, D.C. 20005

COMMISSION ON ENGINEERING EDUCATION, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036

COUNCIL ON HOTEL, RESTAURANT AND INSTITUTIONAL EDUCATION, Suite 736, 1522 K Street, N.W., Washington, D.C. 20005

DATA PROCESSING MANAGEMENT ASSOCIATION, 505 Busse Highway, Park Ridge, Illinois 60068

DEPARTMENT OF VOCATIONAL EDUCATION, NEA, Washburne Trade School, 3233 West 31st Street, Chicago, Illinois 60623

HOME ECONOMICS EDUCATION ASSOCIATION, NEA, 1201 16th Street, N.W., Washington, D.C. 20036

INSTITUTE OF EDUCATIONAL TECHNOLOGY, THE, Teachers College, Columbia University, 525 West 120th Street, New York, New York 10027

NATIONAL AEROSPACE EDUCATION COUNCIL, 806 15th Street, N.W., Washington, D.C. 20005

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION, Director of Vocational Education, State Department of Education, Eighth Street Office Building, Richmond, Virginia 23219

NATIONAL ASSOCIATION OF STATE SUPERVISORS OF DISTRIBUTIVE EDUCATION, 65 South Front Street, Columbus, Ohio 43216

NATIONAL ASSOCIATION OF TRADE AND TECHNICAL SCHOOLS, 2021 L Street, N.W., Washington, D.C. 20036

NATIONAL COUNCIL OF TECHNICAL SCHOOLS, 1835 K Street, N.W., Washington, D.C. 20006

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION, Box 4498, Lincoln, Nebraska 68504

4) Learned and Honor Societies

AMERICAN ACADEMY OF ARTS AND LETTERS, 633 West 155th Street, New York, New York 10032

AMERICAN ACADEMY OF ARTS AND SCIENCES, 280 Newton Street, Brookline Station, Boston, Massachusetts 02146

AMERICAN COUNCIL OF LEARNED SOCIETIES, 345 East 46th Street, New York, New York 10017

SOCIETY FOR ACADEMIC ACHIEVEMENT, 510 Maine Street, Quincy, Illinois 62301

5) Libraries

ALABAMA LIBRARY ASSOCIATION, University of Alabama Medical Center Library, Birmingham, Alabama 35203

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS, 50 East Huron Street, Chicago, Illinois 60611

AMERICAN ASSOCIATION OF STATE LIBRARIES, 50 East Huron Street, Chicago, Illinois 60611

AMERICAN LIBRARY ASSOCIATION, 50 East Huron Street, Chicago, Illinois 60611

ARIZONA STATE LIBRARY ASSOCIATION, School Libraries Division, 5000 East Andrew, Tucson, Arizona 85711

ARKANSAS LIBRARY ASSOCIATION, Farmington, Arkansas 72730

CALIFORNIA LIBRARY ASSOCIATION, 717 K Street, Sacramento, California 95814

CATHOLIC LIBRARY ASSOCIATION, 461 West Lancaster Avenue, Haverford, Pennsylvania 19041

COLORADO ASSOCIATION OF SCHOOL LIBRARIANS, 4700 South Dallas, Englewood, Colorado 80110

CONNECTICUT LIBRARY ASSOCIATION, 925 Broad Street, Bridgeport, Connecticut 06603

EDUCATIONAL FILM LIBRARY ASSOCIATION, 17 West 60th Street, New York, New York 10023

FLORIDA LIBRARY ASSOCIATION, 3018 Northwest First Avenue, Gainesville, Florida 32601

IDAHO LIBRARY ASSOCIATION, Boise State College Library,
Boise, Idaho 83703

ILLINOIS LIBRARY ASSOCIATION, 6725 North Rockwell Street,
Chicago, Illinois 60645

IOWA LIBRARY ASSOCIATION, 1227 First Street, Boone, Iowa
50036

KANSAS LIBRARY ASSOCIATION, Kinsley High School, Kinsley,
Kansas 67547

LOUISIANA LIBRARY ASSOCIATION, P.O. Box 131, Baton Rouge,
Louisiana 70821

MARYLAND LIBRARY ASSOCIATION, 115 West Franklin Street,
Baltimore, Maryland 21201

MASSACHUSETTS LIBRARY ASSOCIATION, P.O. Box 7, Nahant,
Massachusetts 01908

MICHIGAN LIBRARY ASSOCIATION, 226 West Washtenaw Street,
Lansing, Michigan 48933

MINNESOTA LIBRARY ASSOCIATION, 300 Nicollet Mall,
Minneapolis, Minnesota 55401

MISSISSIPPI LIBRARY ASSOCIATION, Box 157, Monticello,
Mississippi 39654

MISSOURI LIBRARY ASSOCIATION, 403 South Sixth Street,
Columbia, Missouri 65201

MONTANA LIBRARY ASSOCIATION, c/o Montana State Library,
930 East Lyndale Avenue, Helena, Montana 59601

NEBRASKA LIBRARY ASSOCIATION, 3420 South 37th Street,
Lincoln, Nebraska 68506

NEVADA LIBRARY ASSOCIATION, P.O. Box 272, Gardnerville,
Nevada 89410

NEW ENGLAND LIBRARY ASSOCIATION, 101 Mystic Avenue,
Medford, Maine 02155

NEW JERSEY LIBRARY ASSOCIATION, Free Public Library of
Livingston, Livingston, New Jersey 07039

NEW MEXICO LIBRARY ASSOCIATION, Public Schools Administration Office, Albuquerque, New Mexico 87106

NEW YORK LIBRARY ASSOCIATION, P.O. Box 521, Woodside, New
York 11377

NORTH CAROLINA LIBRARY ASSOCIATION, P.O. Box 2414, Raleigh,
North Carolina 27602

OHIO LIBRARY ASSOCIATION, 40 South Third Street, Columbus,
Ohio 43215

OKLAHOMA LIBRARY ASSOCIATION, P.O. Box 627, Clinton,
Oklahoma 73008

OREGON LIBRARY ASSOCIATION, 706 Fourth Street, Lake
Oswego, Oregon 97034

PACIFIC NORTHWEST LIBRARY ASSOCIATION, University of
Washington Library, Seattle, Washington 98195

PENNSYLVANIA LIBRARY ASSOCIATION, 200 South Craig Avenue,
Pittsburgh, Pennsylvania 15213

PUBLIC LIBRARY ASSOCIATION, 50 East Huron Street, Chicago,
Illinois 60611

SOUTH CAROLINA LIBRARY ASSOCIATION, Frances Marion State
College Library, Florence, South Carolina 29501

SPECIAL LIBRARIES ASSOCIATION, 235 Park Avenue, S., New
York, New York 10003

SPECIAL LIBRARIES ASSOCIATION, 31 East Tenth Street, New
York, New York 10003

TENNESSEE LIBRARY ASSOCIATION, Public Library, Memphis,
Tennessee 38104

TEXAS LIBRARY ASSOCIATION, 7918 Fairdale Lane, Houston,
Texas 77042

UTAH LIBRARY ASSOCIATION, 2464 Jefferson Avenue, Ogden,
Utah 84401

VERMONT LIBRARY ASSOCIATION, Kellogg-Hubbard Library,
Montpelier, Vermont 05602

VIRGINIA LIBRARY ASSOCIATION, Arlington County, Department
of Libraries, 1015 North Quincy Street, Arlington,
Virginia 22207

WASHINGTON LIBRARY ASSOCIATION, 11819 19th Street, S.W.,
Seattle, Washington 98146

WISCONSIN LIBRARY ASSOCIATION, Madison Public Library, 201
West Mifflin Street, Madison, Wisconsin 53703

6) Liberal Arts and Humanities

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, 59 East Armory, Champaign, Illinois 61820

AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN, Gonzaga University, Spokane, Washington 99202

AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES, University of Arizona, Tucson, Arizona 85721

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, Wichita, Kansas 67208

AMERICAN CLASSICAL LEAGUE, Miami University, Oxford, Ohio 45056

AMERICAN EDUCATIONAL THEATER ASSOCIATION, INC., 815 17th Street, N.W., Washington, D.C. 20006

AMERICAN FEDERATION OF ARTS, 41 East 65th Street, New York, New York 10021

AMERICAN FOLKLORE SOCIETY, INC., Box 13, Logan Hill, University of Pennsylvania, Philadelphia, Pennsylvania 19104

AMERICAN FORENSIC ASSOCIATION, Department of Speech, Illinois State University, Normal, Illinois 61761

AMERICAN MUSICOLOGICAL SOCIETY, School of Music, University of Michigan, Ann Arbor, Michigan 48108

AMERICAN PHILOLOGICAL ASSOCIATION, 361 Lincoln Hall, University of Illinois, Urbana, Illinois 61801

AMERICAN PHILOSOPHICAL ASSOCIATION, THE, 117 Lehigh Road, University of Maryland, College Park, Maryland 20742

AMERICAN STUDIES ASSOCIATION, Box 30, Bennett Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19104

ASSOCIATION OF DEPARTMENTS OF ENGLISH, 62 Fifth Avenue, New York, New York 10011

ASSOCIATION FOR GENERAL AND LIBERAL STUDIES, College of General Studies, Western Michigan University, Kalamazoo, Michigan 49001

COLLEGE ART ASSOCIATION OF AMERICA, 432 Park Avenue, S., New York, New York 10016

COLLEGE LANGUAGE ASSOCIATION, Atlanta University, 223
Chestnut Street, S.W., Atlanta, Georgia 30314

EDUCATION COUNCIL OF THE GRAPHIC ARTS INDUSTRY, 4615
Forbes Avenue, Pittsburgh, Pennsylvania 15213

INTERNATIONAL GRAPHIC ARTS EDUCATION ASSOCIATION, 127
Nottingham Road, Columbus, Ohio 43214

JOINT COUNCIL OF ECONOMIC EDUCATION, 1212 Avenue of the
Americas, New York, New York 10036

LINGUISTIC SOCIETY OF AMERICA, 1717 Massachusetts Avenue,
N.W., Washington, D.C. 20036

MIDDLE EAST STUDIES ASSOCIATION, New York University, 24
Waverly Place, Room 566, New York, New York 10003

MODERN LANGUAGE ASSOCIATION OF AMERICA, 62 Fifth Avenue,
New York, New York 10011

MOTION PICTURE ASSOCIATION OF AMERICA, 522 Fifth Avenue,
New York, New York 10036

MUSIC EDUCATORS NATIONAL CONFERENCE, Vienna, Virginia
22180

MUSIC TEACHERS NATIONAL ASSOCIATION, 1831 Carew Tower,
Cincinnati, Ohio 45202

NATIONAL ART EDUCATION ASSOCIATION, 1201 16th Street, N.W.,
Washington, D.C. 20036

NATIONAL BOOK COMMITTEE, INC., One Park Avenue, New York,
New York 10016

NATIONAL COUNCIL OF THE ARTS IN EDUCATION, Yale University,
New Haven, Connecticut 06515

NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 South Sixth
Street, Champaign, Illinois 61820

NATIONAL INSTITUTE OF ARTS AND LETTERS, 633 West 155
Street, New York, New York 10032

NEW ENGLAND ASSOCIATION OF TEACHERS OF ENGLISH, Lexington
Senior High School, Lexington, Massachusetts 02173

NEW ENGLAND FOREIGN LANGUAGE ASSOCIATION, c/o Department of
Languages, University of Rhode Island, Kingston, Rhode
Island 02881

NEW YORK STATE ENGLISH COUNCIL HUMANITIES CENTER, Union
College, Schenectady, New York 12308

NORTHEAST CONFERENCE OF THE TEACHING OF FOREIGN LANGUAGES,
Box 881, Madison, Connecticut 06443

SOCIETY FOR RELIGION IN HIGHER EDUCATION, 400 Prospect
Street, New Haven, Connecticut 06511

WESTERN HISTORY ASSOCIATION, Box 8005, Salt Lake City,
Utah 84108

7) Sciences
   a) Health Sciences

AMERICAN ACADEMY OF PHYSICAL EDUCATION, Department of
Physical Education, UCLA, Los Angeles, California
90024

AMERICAN ASSOCIATION FOR HEALTH, Physical Education and
Recreation, 1201 16th Street, N.W., Washington,
D.C. 20036

AMERICAN DIETETIC ASSOCIATION, 620 North Michigan
Avenue, Chicago, Illinois 60611

AMERICAN FOUNDATION FOR THE BLIND, INC., 15 West 16th
Street, New York, New York 10011

AMERICAN HEARING SOCIETY, 5217 Riverview Lane, Lisle,
Illinois 60532

AMERICAN INSTITUTE OF PHYSICS, 335 East 45th Street,
New York, New York 10017

AMERICAN MEDICAL ASSOCIATION, 535 North Dearborn
Street, Chicago, Illinois 60610

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, 251 Park
Avenue, S., New York, New York 10010

AMERICAN OPTOMETRIC ASSOCIATION, 7000 Chippewa Street,
St. Louis, Missouri 63119

AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, 1790 Broadway,
New York, New York 10019

AMERICAN OSTEOPATHIC ASSOCIATION, 212 East Ohio Street,
Chicago, Illinois 60611

AMERICAN PHARMACEUTICAL ASSOCIATION, 2215 Constitution
Avenue, N.W., Washington, D.C. 20037

AMERICAN PHYSICAL THERAPY ASSOCIATION, 1750 Broadway,
New York, New York 10019

AMERICAN PSYCHIATRIC ASSOCIATION, 1700 18th Street,
N.W., Washington, D.C. 20009

AMERICAN PUBLIC HEALTH ASSOCIATION, 1015 18th Street,
N.W., Washington, D.C. 20036

AMERICAN SCHOOL HEALTH ASSOCIATION, 515 East Main
Street, Kent, Ohio 44240

AMERICAN SOCIAL HEALTH ASSOCIATION, 1740 Broadway, New
York, New York 10019

DEPARTMENT OF HOME ECONOMICS, NEA, 1201 16th Street,
N.W., Washington, D.C. 20036

NATIONAL ASSOCIATION FOR MENTAL HEALTH, 1800 North
Kent Street, Arlington, Virginia 22209

NATIONAL ENVIRONMENTAL HEALTH ASSOCIATION, 1550
Lincoln Street, Denver, Colorado 80203

NATIONAL HEALTH COUNCIL, 1740 Broadway, New York, New
York 10019

b) Natural Sciences

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE,
1515 Massachusetts Avenue, N.W., Washington, D.C.
20005

AMERICAN ASSOCIATION OF PHYSICS TEACHERS, 1785
Massachusetts Avenue, N.W., Washington, D.C. 20036

AMERICAN CHEMICAL SOCIETY, 1155 16th Street, N.W.,
Washington, D.C. 20036

AMERICAN GEOGRAPHICAL SOCIETY, Broadway at 156th
Street, New York, New York 10032

AMERICAN GEOPHYSICAL UNION, 1707 L Street, N.W.,
Washington, D.C. 20036

AMERICAN HISTORICAL ASSOCIATION, 400 A Street, S.E.,
Washington, D.C. 20003

AMERICAN HOME ECONOMICS ASSOCIATION, 2010 Massachusetts
Avenue, Washington, D.C. 20036

AMERICAN INSTITUTE OF BIOLOGICAL SCIENCES, 3900
Wisconsin Avenue, N.W., Washington, D.C. 20016

AMERICAN INSTITUTE OF CHEMICAL ENGINEERS, (AIChE),
345 East 47th Street, New York, New York 10017

AMERICAN MATHEMATICAL SOCIETY, P.O. Box 6248,
Providence, Rhode Island 02904

ASSOCIATION OF AMERICAN GEOGRAPHERS, 1146 16th Street,
N.W., Washington, D.C. 20036

BIOPHYSICAL SOCIETY, Washington University School of
Medicine, 660 South Euclid, St. Louis, Missouri
63110

BOTANICAL SOCIETY OF AMERICA, INC., Department of
Botany, Rutgers University, New Brunswick, New
Jersey 08903

CONSERVATION EDUCATION ASSOCIATION, Box 450, Madison,
Wisconsin 53701

FEDERATION OF AMERICAN SOCIETIES FOR EXPERIMENTAL
BIOLOGY, 9650 Rockville Pike, Bethesda, Maryland
20014

GEOCHEMICAL SOCIETY, Department of Geology, University
of Kansas, Lawrence, Kansas 66044

GEOLOGICAL SOCIETY OF AMERICA, P.O. Box 1719, Boulder,
Colorado 80302

INSTRUMENT SOCIETY OF AMERICA, 400 Stanwix Street,
Pittsburgh, Pennsylvania 15222

MATHEMATICAL ASSOCIATION OF AMERICA, 1225 Connecticut
Avenue, N.W., Washington, D.C. 20036

NATIONAL ACADEMY OF SCIENCES, 2101 Constitution
Avenue, Washington, D.C. 20418

NATIONAL ASSOCIATION OF BIOLOGY TEACHERS, 1420 N
Street, N.W., Washington, D.C. 20005

NATIONAL ASSOCIATION OF GEOLOGY TEACHERS, 2201 M
Street, N.W., Washington, D.C. 20037

NATIONAL ASSOCIATION FOR GEOGRAPHIC EDUCATION, 111
West Washington Street, Chicago, Illinois 60602

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS, 1201 16th
Street, N.W., Washington, D.C. 20036

NATIONAL SCIENCE TEACHERS ASSOCIATION, 1201 16th
Street, N.W., Washington, D.C. 20036

SCHOOL SCIENCE AND MATHEMATICS ASSOCIATION, INC.,
P.O. Box 246, Bloomington, Indiana 47401

SOCIETY FOR INDUSTRIAL AND APPLIED MATHEMATICS, 33
South 17th Street, Philadelphia, Pennsylvania
19103

c) Social Sciences

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE,
3937 Chestnut Street, Philadelphia, Pennsylvania
19104

AMERICAN ECONOMIC ASSOCIATION, Northwestern University,
629 Noyes Street, Evanston, Illinois 60201

AMERICAN POLITICAL SCIENCE ASSOCIATION, 1527 New
Hampshire Avenue, N.W., Washington, D.C. 20036

AMERICAN PSYCHOLOGICAL ASSOCIATION, 1200 17th Street,
N.W., Washington, D.C. 20036

AMERICAN SOCIOLOGICAL ASSOCIATION, 1722 N Street,
N.W., Washington, D.C. 20036

ASSOCIATION FOR ASIAN STUDIES, INC., 48 Lane Hall,
University of Michigan, Ann Arbor, Michigan 48104

ASSOCIATION OF SOCIAL AND BEHAVIORAL SCIENTISTS, INC.,
University of Baton Rouge, Baton Rouge, Louisiana
70803

ECONOMIC HISTORY ASSOCIATION, 100 Trinity Place, New
York, New York 10006

FOREIGN POLICY ASSOCIATION, 345 East 46th Street, New
York, New York 10017

MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES, 1102
McHenry Drive, Arnel Hill, Glen Burnie, Maryland
21061

NATIONAL ACADEMY OF EDUCATION, Center for Advanced
Study in the Behavioral Sciences, Stanford,
California 94305

NATIONAL COUNCIL FOR THE SOCIAL STUDIES, NEA, 1201
16th Street, N.W., Washington, D.C. 20036

NEW ENGLAND ASSOCIATION OF SOCIAL STUDIES TEACHERS,
Roslindale High Schools, Roslindale, Massachusetts
02131

NEW ENGLAND PSYCHOLOGICAL ASSOCIATION, INC., University of Massachusetts, 100 Arlington, Massachusetts
02116

ORGANIZATION OF AMERICAN HISTORIANS, Indiana University, 112 North Bryan, Bloomington, Indiana 47401

SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS, P.O. Box 533, Notre Dame, Indiana 46556

SOUTHERN SOCIETY FOR PHILOSOPHY AND PSYCHOLOGY, Department of Philosophy, University of Miami, Coral Gables, Florida 33124

SOUTHERN SOCIOLOGICAL SOCIETY, Emory University, Atlanta, Georgia 30322

8) Other Associations

AMERICAN BOOKSELLERS ASSOCIATION, 175 Fifth Avenue, New York, New York 10010

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7) Funding for Vocational Education Programs

ALDEN TRUST, 370 Main Street, Suite 1250, Worcester, Massachusetts 01608

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ROSENTHAL FOUNDATION, c/o Leighton A. Rosenthal, 1768 East 25th Street, Cleveland, Ohio 44114

WILKIE BROTHERS FOUNDATION, 254 North Laurel Avenue, Des Plaines, Illinois 60016

t. CENTER FOR INDIAN EDUCATION, College of Education, Farmer Education Building, Arizona State University, Tempe, Arizona 85281

u. OFFICE OF CHILD NUTRITION DIVISION (U.S.D.A.), Director, Child Nutrition Division, Food and Nutrition Service, U.S. Department of Agriculture, Washington, D.C. 20250

v. BUREAU OF OUTDOOR RECREATION (U.S.D.I.)

ALABAMA, ARKANSAS, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE, PUERTO RICO AND VIRGIN ISLANDS OFFICE: 148 Cain Street, Atlanta, Georgia 30303

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ILLINOIS, INDIANA, IOWA, MICHIGAN, MINNESOTA, OHIO AND WISCONSIN OFFICE: 3853 Research Park Drive, Ann Arbor, Michigan 48104

w. SMITHSONIAN INSTITUTION, Professional Assistance--Educational Program Coordinator, Office of Elementary and Secondary Education, Smithsonian Institution, Washington, D.C. 20506

x. NATIONAL GALLERY OF ART, Extension Service, National Gallery of Art, Washington, D.C. 20506

y. OFFICE OF CHILD DEVELOPMENT (H.E.W.), Same regional offices as the: OFFICE OF EDUCATION

z. ASSOCIATION ON AMERICAN INDIAN AFFAIRS, INC., 432 Park Avenue South, New York, New York 10016

Z. MATERIALS THAT COULD SERVE AS AIDS IN THE SETTING UP OF A CONTRACT SCHOOL

This section lists books and journal articles that will assist in specific areas of interest and in the general educational area. The addresses of the book publishers in this section may be found in Section Y, Number 100, Part b. The following organizations will be identified by these initials:

Government Agencies:

ALCOHOL, DRUG ABUSE, AND MENTAL HEALTH ADMINISTRATION, Public Inquiries, Room 15-C-20 Parklawn Building, 5600 Fisher's Lane, Rockville, Maryland 20852 . . . . A.D.M.

ARIZONA STATE UNIVERSITY, Tempe, Arizona 85281. . . . . A.S.U.

CENTER FOR INDIAN EDUCATION, Arizona State University, Tempe, Arizona 85281 . . . . C. for I.E.

EDUCATIONAL RESOURCES INFORMATION CENTER, Educational Documents Reproduction Service, Box 190, Arlington, Virginia 22210. . . . E.R.I.C.

JOURNAL OF AMERICAN INDIAN EDUCATION, Arizona State University, Tempe, Arizona 85281. . . . . J.A.I.E.

NATIONAL INSTITUTES OF HEALTH, Division of Public Information, OD, Room 2B 10 Building 31, 90000 Rockville Pike, Bethesda, Maryland 20014 . . . . N.I.H.

NEBRASKA'S DEPARTMENT OF EDUCATION, 233 South Tenth Street, Lincoln, Nebraska 68508 . . . . D.E. (Neb)

NEVADA'S DEPARTMENT OF EDUCATION, State Capitol Building, Carson City, Nevada 89701 . . . . D.E. (Nev)

OFFICE OF HUMAN DEVELOPMENT, Publications' Unit, Room G 311 H.E.W. South Building, 330 C Street, S.W., Washington, D.C. 20201 . . . . . O.H.D.

SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D.C. 20402 . . . . S.D.

UNITED STATES CIVIL SERVICE COMMISSION . . . . C.S.C.

UNITED STATES OFFICE OF EDUCATION, Publications, Administration Services Division, 400 Maryland Avenue, S.W., Washington, D.C. 20202. . . O.E.

UNITED STATES PRESIDENT'S COMMITTEE ON MENTAL RETARDATION, ROB #3, Seventh and D Street, S.W., Washington, D.C. 20250 . . . . . P.C.M.R.

Organizations:

AMERICAN LIBRARY ASSOCIATION, 50 East Huron Street, Chicago, Illinois 60611 . . . . A.L.A.

COUNCIL OF EDUCATIONAL FACILITY PLANNERS, INTERNATIONAL, 29 West Woodruff Avenue, Columbus, Ohio 43210. . . . . C.E.F.P.

ASSOCIATION OF TEACHER EDUCATORS, Suite 1201, 1701 K Street, N.W., Washington, D.C. 20006 . . . . A.T.E.

EDUCATIONAL RESEARCH SERVICE, INC., 1815 North Fort Myer Drive, Arlington, Virginia 22209. . . . . E.R.S., Inc.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, Hotel Claremont, Berkeley, California . . . . F.W.L.E.R.D.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, 1904 Association Drive, Reston, Virginia 22091. . . . . N.A.S.S.P.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN . . . N.A.E.Y.C.

WESTINGHOUSE LEARNING CORPORATION, 100 Park Avenue, New York, New York 10017 . . . . W.L.C.

101. What Materials Would Give Reasons For Community Control Of Education?

Arizona State University. THE CHILD/THE COMMUNITY/THE FUTURE: EDUCATION. 9180 A.D.

Bell, T. H. BUILDING A STRONGER AMERICA THROUGH A MORE VIABLE HOME-SCHOOL PARTNERSHIP. 1975, 14 pages, E.R.I.C. #ED 103 981

Biglin, J. E. and W. Pratt. INDIAN PARENT INVOLVEMENT IN EDUCATION: A BASIC SOURCE BOOK. 1973, 126 pages, E.R.I.C. #ED 076 273

Hiernstra, R. THE EDUCATIVE COMMUNITY: LINKING THE COMMUNITY, SCHOOL, AND FAMILY. Cliffs Notes

McKinley, F. et al. WHO SHOULD CONTROL INDIAN EDUCATION? 1969, F.W.L.E.R.D.

Murray, A. PARENT POWER IN THE SCHOOLS. 1974, 60 pages, E.R.I.C. #ED 102 475

PARENTAL INVOLVEMENT IN TITLE I ESEA, WHY? WHAT? HOW? 1972, 12 pages, S.D. #HE 5.237:37094

102. Where Can Materials Be Found That Would Aid In Setting Up A Community Education Organization?

Bridge, R. G. PARENT DECISION MAKING IN AN EDUCATION VOUCHER SYSTEM. 1974, 32 pages, E.R.I.C. #ED 098 656

Buchanan, J. EDUCATION AND POLITICS: A SHOT GUN WEDDING. 1973, 39 pages, E.R.I.C. #ED 075 516

Coon, G. et al. THE ROLE OF A COMMUNITY COMMITTEE IN AN EARLY CHILDHOOD PROJECT. 1974, 17 pages, E.R.I.C. #ED 098 722

E.R.I.C. PLANNING HANDBOOK: A PRACTICAL GUIDE TO LONG-RANGE ORGANIZATIONAL PLANNING FOR SCHOOL BOARDS AND ADMINISTRATORS. 1973, 24 pages, E.R.I.C. #ED 100 064

French, L. L. THE ROLE OF A SCHOOL BOARD ATTORNEY. 1975, 3 pages, E.R.I.C. #ED 104 029

McGrath, J. T. et al. A HANDBOOK FOR ARIZONA SCHOOL BOARD MEMBERS. 1964, Arizona State University

N.A.S.S.P. ROBERT'S RULES OF ORDER, NEWLY REVISED.

Norris, L. POLITICS OF LOCAL CONTROL: RAMAN NAVAJO COMMUNITY FORMS A SCHOOL. 1973, 17 pages, E.R.I.C. #ED 076 269

O.E. MEETING PARENTS HALFWAY: A GUIDE FOR SCHOOLS. O.E. #72-179

O.E. PARENTAL INVOLVEMENT IN TITLE I, E.S.E.A. O.E. #74-07105

Pierson, H. L. SHAPING THE SCHOOLS: A GUIDE TO BOARDMANSHIP, REVISED 1973, 145 pages, E.R.I.C. #ED 085 872

Schutch, M. TO START A SCHOOL. Plan-Facilities Laboratory

Stout, I. W. and W. T. Pratt. INTRODUCTION TO SCHOOL BOARD TRAINING: ENGLISH TEXT TO ACCOMPANY SLIDES AND TAPES. NAVAJO SCHOOL BOARD TRAINING PROJECT. 1972, 31 pages, E.R.I.C. #ED 068 232

Wiles, D. K and H. Conley. SCHOOL BOARDS: THEIR POLICY-MAKING RELEVANCE. 1974, 24 pages, E.R.I.C. #ED 100 022

Zeigler, H. THE STATE OF SCHOOL GOVERNANCE. 1974, 19 pages, E.R.I.C. #ED 098 719

103. What Source Materials Could Be Used In Determining Community Education Goals?

A.L.A. STUDYING THE COMMUNITY. 1960, 128 pages

Baumel, C. P. et al. THE COMMUNITY SURVEY. 1964, 65 pages, Iowa State University Press

Biggs, K. K. A PROCESS FOR REVALIDATION OF COMMUNITY-BASED GOALS, VOLUME III. 1974, 17 pages, E.R.I.C. #ED 099 958

Carithero, P. HOW TO CONDUCT LOW COST SURVEYS: A PROFILE OF SCHOOL SURVEY AND POLLING PROCEDURES. 1974, 64 pages, E.R.I.C. #ED 085 563

Jordan, W. N. THE SCHOOL AND COMMUNITY: PARTNERS IN EDUCATION (A WAY TO DETERMINE NEEDS AND SET GOALS). Second Edition, 1973, 53 pages, E.R.I.C. #ED 099 960

Smith, G. D. INTEREST INVENTORY OF 160 RURAL STUDENTS IN GRADES 1 THROUGH 8. 1974, 15 pages, E.R.I.C. #ED 102 338

104. Where Can Materials On Evaluating Schools Be Found?

A.L.A. POLICIES AND PROCEDURES FOR SELECTION OF INSTRUCTIONAL MATERIALS.

A.S.U. ADMINISTRATIVE EVALUATION. 1975

Codey, W. W. EVALUATION METHODOLOGY FOR SCHOOL PRACTICES. 1974, 19 pages, E.R.I.C. #ED 104 926

E.R.I.C. OPPORTUNITY TO IMPROVE INDIAN EDUCATION IN SCHOOLS OPERATED BY THE BIA REPORT TO THE CONGRESS. 1972, 40 pages, E.R.I.C. #ED 064 006

E.R.S., Inc. EVALUATING ADMINISTRATIVE PERFORMANCE. 1974, 125 pages

E.R.S., Inc. THE EVALUATION OF INSTRUCTIONAL PROGRAMS. 1974, 44 pages

E.R.S., Inc. THE EVALUATION OF TEACHERS. 1974, 18 pages

Jeffery, J. R. INFORMATION NEEDS TO SUPPORT AN EVALUATION PROCESS FOR B.I.A. SEDUCATION PROGRAMS. 1972, 38 pages, E.R.I.C. #ED 070 559

N.A.S.S.P. ADMINISTRATIVE APPRAISAL: A STEP TO IMPROVED LEADERSHIP.

Polhemus, W. D. TEACHER EVALUATION: PROCESS ACCOUNTABILITY. A PRACTICAL APPROACH TO ASSESSING STAFF COMPETENCE. 1975, 12 pages, E.R.I.C. #ED 102 688

Saif, P. S. ON EVALUATION: FOR ADMINISTRATORS. 1974, 35 pages, E.R.I.C. #ED 100 970

Saif, P. S. ON EVALUATION: FOR MEMBERS OF BOARDS OF EDUCATION. 1974, 21 pages, E.R.I.C. #ED 100 971

Saif, P. S. TEACHER EVALUATIONS. 1974, 12 pages, E.R.I.C. #ED 100 974

Wells, V. ON EVALUATION: FOR PARENTS. 1970, 29 pages, E.R.I.C. #ED 100 989

105. What Materials Could Be Used To Evaluate: Libraries, Instructional Materials, Secondary Education Programs, And College Programs?

AIDS TO MEDIA SELECTION FOR STUDENTS AND TEACHERS. 1974, 84 pages, SD #HE 5.234:34045/2

A.L.A. CRITERIA OF EXCELLENCE CHECKLIST.

Campbell, E. K. CONTENT ANALYSIS: A TOOL FOR CHOOSING TEXTS. 1973, 4 pages, E.R.I.C. #ED 100 964

Christine, E. R. SCHOOL LIBRARY MEDIA SERVICES EVALUATED: A SAMPLE INSTRUMENT. 1975, 9 pages, E.R.I.C. #ED 102 952

E.R.I.C. NEEDS CHECKLIST FOR CAREER EDUCATION. 10 pages, E.R.I.C. #ED 099 564

E.R.I.C. THE NON-TRADITIONAL COLLEGE: HOW TO DETERMINE MINIMUM STANDARDS. 1974, 20 pages, E.R.I.C. #ED 101 610

E.R.I.C. READING PROGRAMS IN THE SECONDARY SCHOOL: A CHECKLIST FOR EVALUATION. 1973, 15 pages, E.R.I.C. #ED 099 823

E.R.I.C. STANDARDS FOR PROGRAM EVALUATION: EXCEPTIONAL CHILDREN. 1974, 45 pages, E.R.I.C. #ED 102 721

E.R.I.C. STANDARDS FOR SCHOOL LIBRARIES: MEDIA PROGRAMS 1972-75. 1975, 25 pages, E.R.I.C. #ED 101 637

O.E. AIDS TO MEDIA SELECTION FOR STUDENTS AND TEACHERS. O.E. #74-21002

O.E. EMPHASIS ON EXCELLENCE IN SCHOOL MEDIA PROGRAMS. O.E. #74-21104

O.E. HIGHER EDUCATION FACILITIES INVENTORY AND CLASSIFICATION MANUAL. 1973, O.E. #74-1424

O.E. SUPPLEMENT TO AIDS TO MEDIA SELECTION FOR STUDENTS. O.E. #74-21001

SUPPLEMENT TO AIDS TO MEDIA SELECTION FOR STUDENTS AND TEACHERS. 1973, 72 pages, SD #HE 5.234:34045

106. Where Can Materials Be Found That Would Aid In Determining The Present And Future Educational Plans?

Hickey, H. W. et al. THE ROLE OF THE SCHOOL IN COMMUNITY EDUCATION. 1969, 133 pages, Pendell Publishers

Jenkins, K. D. COMMUNITY PARTICIPATION AND THE PRINCIPAL. 1975, 7 pages, E.R.I.C. #ED 102 691

N.A.S.S.P. SCHOOL COMMUNICATIONS: DUTIES AND DANGERS.

Pendell Publishers. COMMUNITY EDUCATION: FORM PROGRAM TO PROCESS. 1972, 275 pages

Weischadle, D. E. PLANNING FOR COMMUNITY EDUCATION, 1974, 10 pages, E.R.I.C. #ED 098 712

Whitt, R. L. A HANDBOOK FOR THE COMMUNITY SCHOOL DIRECTOR. 1971, 133 pages, Pendell Publishers

107. Where Can Materials On Formulating Educational Policy And Curriculum Be Found?

Burcham, M. CURRICULUM MAKE AND TAKE, K-12: REPORT OF A SUMMER INSTITUTE. 1974, 61 pages, E.R.I.C. #ED 104 621

E.R.I.C. GOAL DEVELOPMENT IN EDUCATION: A PLANNING HANDBOOK FOR SCHOOL DISTRICTS. HANDBOOK SERIES ON COMPREHENSIVE PLANNING FOR LOCAL EDUCATION DISTRICTS, NO. 2. 1974, 77 pages, E.R.I.C. #ED 097 756

E.R.I.C. "HOW DO YOU START A MINI-SCHOOL?" MINI-SCHOOL NEWS. Vol. 4, No. 6, January 1975, 11 pages, E.R.I.C. #ED 102 264

E.R.I.C. PLANNING FOR PROGRAM IMPLEMENTATION--A PROCESS GUIDE INSTRUCTIONAL PLANNING SERIES. 1975, 123 pages, E.R.I.C. #ED 102 741

Howea, K. L. PATHWAYS AND PITFALLS IN INTRODUCING CHANGE. 1975, 10 pages, E.R.I.C. #ED 101 462

Jordan, R. N. and K. L. Biggs. FROM GOALS TO ACTION, YOUR SCHOOL HAS SET GOALS, NOW WHAT. 1974, 39 pages, E.R.I.C. #ED 099 959

Knoep, R. and R. O'Reilly. PARTICIPATIVE DECISION MAKING IN CURRICULUM. 1975, 10 pages, E.R.I.C. #ED 102 684

Lawrence, Sister M. GEARING UP FOR CURRICULUM CHANGE A CHANCE FOR EVERY CHILD: ASSESSING NEEDS THROUGH SPECIFIC GOALS. 1975, 13 pages, E.R.I.C. #ED 102 147

N.A.S.S.P. FACTORS THAT FACILITATE AND LIMIT CHANGE.

N.A.S.S.P. SOME CHALLENGES OF CURRICULUM CHANGE.

Neihart, M. and E. McGuire. MODEL FOR CURRICULUM DEVELOPMENT AND IMPROVEMENT: A RESOURCE MANUAL. 1972, 22 pages, E.R.I.C. #ED 092 427

108. What Materials Could Provide Guides To Indian Educational Policy?

Adams, E. C. AMERICAN INDIAN EDUCATION. 1946, King Crown Press

Antell, W. CULTURE, PSYCHOLOGICAL CHARACTERISTICS, AND SOCIO-ECONOMIC STATUS IN EDUCATIONAL PROGRAM DEVELOPMENT FOR NATIVE AMERICANS. 1974, National Laboratory Publishers

A.S.U. AMERICAN INDIAN EDUCATION (ANTHOLOGY)

Bishop, R. E. OPEN CONCEPT SCHOOL FOR INDIAN EDUCATION. 1975, 49 pages, E.R.I.C. #ED 101 894

Bryde, J. F. AN INDIAN PHILOSOPHY OF EDUCATION. 1974, 53 pages, E.R.I.C. #ED 098 003

Deloria, V. (Jr.) et al. CONTEMPORARY ISSUES OF THE AMERICAN INDIAN. 1974, 50 pages, E.R.I.C. #ED 103 137

Indian Historian, The. THE AMERICAN INDIAN READER: ANTHROPOLOGY; EDUCATION; LITERATURE; HISTORY AND CURRENT AFFAIRS.

Locke, P. THEORETICAL CONSTRUCT OF THE IDEAL SCHOOL SYSTEM FOR AMERICAN INDIANS. . . KINDERGARTEN THROUGH LIFE. 30 pages, E.R.I.C. #ED 073 900

MacLean, H. A REVIEW OF INDIAN EDUCATION IN NORTH AMERICA. 149 pages, E.R.I.C. #ED 068 257

Prince, H. J. OPEN-CONCEPT SCHOOL, FOR INDIAN EDUCATION, SAULT STE. MARIE: MICHIGAN, TITLE III ESEA 1973-74 EXTERNAL EVALUATION REPORT. 1974, 67 pages, E.R.I.C. #ED 101 893

Sawyer, T. E. CRISIS IN RED AND WHITE--AN EDUCATIONAL DILEMMA, POSITION PAPER. 1973, 39 pages, E.R.I.C. #ED 075 161

Schumacher, C. M. A TEACHER'S GUIDE TO: INDIANS AND THE OUTDOOR CLASSROOM. 1974, 35 pages, E.R.I.C. #ED 099 149

Schusky, E. THE RIGHT TO BE INDIAN. The Indian Historian

109. Where Can Materials Be Found That Would Aid In Setting Up The School's Educational Policy?

Creedon, L. P. A STUDENT CENTERED LEARNING SYSTEM: AN OVERVIEW. 1974, 29 pages, E.R.I.C. #ED 104 804

D. E. (Nebraska) OUTDOOR EDUCATION.

E.R.I.C. BASIC QUALITY EDUCATION: A REPORT. 1975, 128 pages, E.R.I.C. #ED 103 946

E.R.I.C. CREATIVITY AT THE SCHOOL. 1973, 132 pages, E.R.I.C. #ED 104 818

E.R.I.C. SCHOOL CURRICULUM DESIGN FOR THE 1980's, THE POSSIBILITIES FOR TOMORROW'S SCHOOL: A PROPOSED PROGRAM FOR THE 1980's. 1974, 238 pages, E.R.I.C. #ED 098 660

Glasser, W. SCHOOLS WITHOUT FAILURE. 1968, Harper and Row

N.A.S.S.P. THE 80's, WHERE WILL THE SCHOOLS BE?

N.A.S.S.P. TOMORROW'S SCHOOLS: IMAGES AND PLANS.

N.A.S.S.P. QUALITY EDUCATION--THE ONLY ALTERNATIVE.

Neill, A. S. SUMMERHILL: A RADICAL APPROACH TO CHILD REARING. 1960, Hont Publishers

Nelson, J. OPEN MINDED, THOUGHT-FILLED EDUCATION. 1972, 104 pages, E.R.I.C. #ED 068 166

Rich. NEW DIRECTIONS IN EDUCATIONAL POLICY. Cliff Notes, Inc.

Rogers, C. R. FREEDOM TO LEARN. 1969, C. E. Merrill Company

S.D. PROFILES IN QUALITY EDUCATION. S.D. #HE 5.237:37018

Weber, D. HUTCHINS AND CONANT: A CONTRAST IN EDUCATIONAL VIEWS. 1965, Arizona State University

110. What Are Some Examples Of Educational Policy?

A.D.M. RESEARCH REPORT II: HELPING SCHOOLS HELP CHILDREN. A.D.M. # 74-33

Antes, J. A. A SUPPORTIVE LEARNING ENVIRONMENT. 1972, January, Vol. 11, No. 2, pages 5-12 of Journal of American Indian Education

Conner, F. P. et al. COMPETENCY-BASED PROGRAMMING. Teachers College, Columbia University

Devin-Sheehan, L. and V. L. Aleen. PEER TUTURING IN ONE-ROOM SCHOOLS. 1975, 14 pages, E.R.I.C. #ED 104 625

E.R.I.C. 25 ACTION LEARNING SCHOOLS. 1974, 46 pages, E.R.I.C. #ED 103 299

Hall, M. COMPETENCY-BASED EDUCATION IN OREGON: AN OVERVIEW. 1975, 12 pages, E.R.I.C. #ED 104 026

Klaus, D. J. PATTERNS OF PEER TUTORING. 1975, 8 pages, E.R.I.C. #ED 103 356

Lee. DIAGNOSTIC TEACHING. E/K/N/E. A.T.E.

N.A.S.S.P. THE N.A.S.S.P. MODEL SCHOOL ACTION PROGRAM.

N.A.S.S.P. SCHOOL ENVIRONMENT AND LEARNING

O.E. POSITIVE APPROACHES TO DROPOUT PREVENTION. O.E. # 73-12300

S.D. CROSS-AGE TEACHING. Ontario, California, 1973, 6 pages, illustrated, S.D. #HE 18.12:On 8

Sher, J. P. etaal. PUBLIC EDUCATION IN RURAL AMERICA. 1975, 19 pages, E.R.I.C. #ED 104 579

111. Could Alternative Schools Provide A Model For Establishing An Educational Policy?

Ascheim, S. et al. ALTERNATIVE SCHOOLS: A PRACTICAL MANUAL REVISED. 1973, 121 pages, E.R.I.C. #ED 098 720

Deturk, P. H. P.S. 2001: THE STORY OF THE PASADENA ALTERNATIVE SCHOOL. 1974, 143 pages, E.R.I.C. #ED 102 663

Fitzgerald, P. and T. Davis. AN ALTERNATIVE TO FAILURE. 1974, Vol. 13, No. 2, ppages 1-3 of Journal of American Indian Education

Harch, J. et al. ALTERNATIVE EDUCATION, OPTIONAL LEARNING ENVIRONMENTS, A CATALOG OF SCHOOLS AND PROGRAMS. 1974, 81 pages, E.R.I.C. #ED 098 666

Janssen, K. C. MATTER OF CHOICE: A FORD FOUNDATION REPORT ON ALTERNATIVE SCHOOLS. 1971, 31 pages, E.R.I.C. #ED 096 744

Jekel, J. R. and R. E. Johnson. ALTERNATIVES IN EDUCATION--54 APPROACHES. 1973, 171 pages, E.R.I.C. #ED 086 613

N.A.S.S.P. ALTERNATIVES IN PUBLIC EDUCATION: MOVEMENT OR FAD?

N.A.S.S.P. ALTERNATIVE PATHS TO THE HIGH SCHOOL DIPLOMA

OUTDOOR CLASSROOMS ON SCHOOL SITES. 1973, 22 pages, illustrated, S.D. #A 1.68:975

Smith. ALTERNATIVE SCHOOLS: THE DEVELOPMENT OF OPTIONS IN PUBLIC EDUCATION. Cliff Notes, Inc.

112. Would Materials On Community Schools And Humanism Provide Examples For Setting Up An Educational Policy?

A.S.U. A FACILITIES PROGRAM FOR PARENT CHILD EDUCATIONAL CENTERS. 1971

Brown, G. I. HUMAN TEACHING FOR HUMAN LEARNING: AN INTRODUCTION TO CONFLUENT EDUCATION. 1971, Viking Press

Deever, M. and H. E. Moore. DESIGN FOR LIFETIME LEARNING IN A DYNAMIC SOCIAL STRUCTURE. 1968

E.R.I.C. COMMUNITY SCHOOLS, THE BEST OF ERIC SERIES NO. 2. 1974, 4 pages, E.R.I.C. #ED 095 609

F.W.L.E.R.D. PARENT AND CHILDREN LEARNING TOGETHER. 1974

Griffiths, D. E. ORGANIZING SCHOOLS FOR EFFECTIVE EDUCATION. Interstate Printers and Publishers

Irwin, M. and W. Russell. THE COMMUNITY IS THE CLASSROOM. 1971, 131 pages, Pendell Publishers

Moore, H. E. and I. W. Stout. A SOURCE REPORT FOR DEVELOPING PARENT-CHILD EDUCATIONAL CENTERS. 1968, Arizona State University

N.A.S.S.P. HUMANIZING THE SCHOOLS

N.A.S.S.P. ON HUMANIZING SCHOOLS

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N.A.S.S.P. THE SMALLER SECONDARY SCHOOL. $2.00, N.A.S.S.P #B 307

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129. Where Can Materials Be Found To Aid In Programs For Special Education?

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S.D. THE SIX-HOUR RETARDED CHILD. P.R. 36.8:M52/R31/2

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Butler. CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION: A COMPILATION AND ANALYSIS FOR PROGRAM PLANNERS. E.K.N.E., 170 pages, $5.00, A.T.E. #861-27746

Cazden, C. B. (ed) LANGUAGE IN EARLY CHILDHOOD EDUCATION. 1972, 134 pages, $3.00, N.A.E.Y.C. #131

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Dittmann, L. L. (ed) CURRICULUM IS WHAT HAPPENS: PLANNING IS THE KEY. 1970, 72 pages, N.A.E.Y.C. #119

Engstrom, G. (ed) THE SIGNIFICANCE OF THE YOUNG CHILD'S MOTOR DEVELOPMENT. 55 pages, N.A.E.C.Y. #128

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Weikart, D. et al. THE COGNITIVELY ORIENTED CURRICULUM: A FRAMEWORK FOR PRESCHOOL TEACHERS. 1971, 196 pages, N.A.E.Y.C. #127

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O.H.D. HOME START DEMONSTRATION PROGRAM: AN OVERVIEW. O.H.D. #74-1069

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137. Day Care; What Materials Are Available To Aid In Studying This Area?

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Hamberg, M. A. HOW TO SUCCEED WITH FAMILY DAY CARE. 1972, 6 pages, E.R.I.C. #ED 098 309

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O.C.D. CHILD DEVELOPMENT--DAY CARE NO. 2. SERVING INFANTS. O.C.D. #73-14

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O.C.D. CHILD DEVELOPMENT--DAY CARE NO. 7. ADMINISTRATION. O.C.D. #73-20

O.C.D. CHILD DEVELOPMENT--DAY CARE NO. 8. SERVING CHILDREN WITH SPECIAL NEEDS. O.C.D. #72-42

O.C.D. GUIDE OF RESOURCES FOR COMMUNITY COORDINATED CHILD CARE PROGRAM. O.C.D. #73-31

O.H.D. DAY CARE FOR YOUR CHILDREN. O.H.D. #74-47

O.H.D. SERVING PRESCHOOL CHILDREN--DAY CARE HANDBOOK NO. 3. O.H.D. #74-1057

S.D. CHILD DEVELOPMENT DAY CARE--NO. 6. HEALTH SERVICES--A GUIDE FOR PROJECT DIRECTORS AND HEALTH PERSONNEL. S.D. #1791-0162

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Yawkey, T. D. and S. B. Silvern. KINDERGARTEN GOALS FOR THE SEVENTIES. 1974, 23 pages, E.R.I.C. #ED 103 116

139. Where Can Materials Be Found To Aid In Studying General Elementary Education?

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E.R.I.C. ELEMENTARY AFFECTIVE EDUCATION IN HUMAN RELATIONS: TEACHER'S GUIDE. October 1973, 105 pages, E.R.I.C. #ED 103 537

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S.D. FUN WITH THE ENVIRONMENT. 1973, 16 pages, illustrated, S.D. #EP 1.2:F 96

S.D. KATY'S COLORING BOOK ABOUT DRUGS AND HEALTH. 1970, reprinted 1973, 20 pages, illustrated, S.D. #J 24.2:K15 027-004-00011-3

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S.D. PROJECT MARS. Leominster, Massachusetts, 1972, 16 pages, S.D. #HE 5.237:37077 017-080-00935-8

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140. What Materials Are There To Assist In Art, Language Art, Drama, Music, Reading, Social Studies, And Philosophy Curriculums In The Elementary School?

E.R.I.C. ELEMENTARY READING GUIDE. 1974, 236 pages, E.R.I.C. #ED 101 321

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E.R.I.C. LANGUAGE ARTS, GRADES 4-6. 1970, 246 pages, E.R.I.C. #ED 085 707

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E.R.I.C. SECONDARY SCHOOL CURRICULUM GUIDE: INDUSTRIAL ARTS. 1974, 59 pages, E.R.I.C. #ED

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Kennedy, E. IMPLEMENTING CAREER EDUCATION PROCEDURES AND TECHNIQUES. August, 1974, 39 pages, E.R.I.C. #ED 098 409 (High school)

N.A.S.S.P. EBCE: A DESIGN FOR CAREER EDUCATION. N.A.S.S.P. #CR 3

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O.E. DIRECTORY OF REPRESENTATIVE WORK EDUCATION PROGRAMS; 1972-73. O.E. 74-01701

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149. What Materials Are Available To Assist In Senior High School Vocational Education?

E.R.I.C. A LIST OF CURRICULUM GUIDES, COURSE OUTLINES, AND INSTRUCTIONAL MATERIALS FOR ALL AREAS OF VOCATIONAL EDUCATION. , 51 pages, E.R.I.C. #ED 099 561

E.R.I.C. OCCUPATIONAL CLUSTERS. (Description of school vocational programs broken down into 15 cluster groups). 59 pages, E.R.I.C. #ED 103 584

E.R.I.C. VOCATIONAL COUNSELING: A PLAN FOR THE DEVELOPMENT OF A VOCATIONAL GUIDANCE PROGRAM. July, 1973, 85 pages, E.R.I.C. #ED 085 472

N.A.S.S.P. VOCATIONAL EDUCATION AND GUIDANCE AND THE NEW SOCIAL STUDIES. N.A.S.S.P. #B 317

S.D. TOWARD THE IDEAL JOURNEYMAN-HIGH SCHOOL STUDENTS VIEW APPRENTICESHIP. 1972, 24 pages, S.D. #L 1.39/3:20/V.5

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Wanat, J.A. et al. COOPERATIVE INDUSTRIAL EDUCATION: ALL-PURPOSE MANUAL. 1973, 145 pages, E.R.I.C. #ED 096 387

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Bohnig, K.B. & T.R. Stitt. TEACHING MATERIALS FOR ENVIRONMENTAL RELATED COURSES IN AGRICULTURAL OCCUPATIONS PROGRAM. July, 1973, 60 pages, E.R.I.C. #ED 085 485

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E.R.I.C. A GUIDE FOR DEVELOPING THE INSTRUCTIONAL PROGRAM IN AGRICULTURAL MECHANICS. 38 pages, E.R.I.C. #ED 099 652

E.R.I.C. GUIDELINES FOR PLANNING LOCAL AND AREA PROGRAMS OF AGRIBUSINESS AND NATURAL RESOURCES. August, 1973, 23 pages, E.R.I.C. #ED 085 497

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Mortensen, J.H. OCCUPATIONAL PREPARATION IN THE NATURAL RESOURCES: A SUGGESTED HIGH SCHOOL CURRICULUM GUIDE. 1973, 75 pages, E.R.I.C. #ED 099 493

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151. What Materials Are Available In The Planning Of Building Trades Curriculum In Senior High School?

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D.E. (Neb.) BUILDING TRADES CARPENTRY GUIDE.

D.E. (Neb.) BUILDING TRADES ELECTRICITY CONSTRUCTION GUIDE.

D.E. (Neb.) BUILDING TRADES MASONRY GUIDE.

D.E. (Neb.) BUILDING TRADES PAINTING DECORATING GUIDE.

D.E. (Neb.) BUILDING TRADES PLUMBING AND PIPEFITTING GUIDE.

D.E. (Neb.) BUILDING TRADES ROOFING GUIDE.

D.E. (Neb.) BUILDING TRADES SHEET METAL GUIDE.

E.R.I.C. SUGGESTED CURRICULUM GUIDE FOR DEVELOPING A PROGRAM IN APPLIANCE SERVICE AND REPAIR BULLETIN. NO. 48-174, 27 pages, E.R.I.C. #ED 099 656

Westinghouse Corp. BUILDING TRADES MODULES: VOCATIONAL BEHAVIORAL OBJECTIVES: A GUIDE FOR INDIVIDUALIZING INSTRUCTION. , 93 pages

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152. Vocational Educational Programs In Senior High School-Where Are Materials Available In This Area?

E.R.I.C. CLOTHING AND TEXTILES. 1974, 254 pages, E.R.I.C. #ED 099 525 (High School)

E.R.I.C. CLOTHING SERVICES: COORDINATED VOCATIONAL ACADEMIC EDUCATION. 1974, 340 pages, E.R.I.C. #ED 099 525 (Jr. and Sr. High School)

E.R.I.C. FOOD SERVICES: COORDINATED VOCATIONAL ACADEMIC EDUCATION. 1974, 412 pages, E.R.I.C. #ED 099 526 (Jr. and Sr. High School)

E.R.I.C. NUTRITION AND FOOD: CURRICULUM GUIDELINES. 1973, 305 pages, E.R.I.C. #ED 097 479

E.R.I.C. SUGGESTED CURRICULUM AND PLANNING GUIDE FOR DEVELOPING PROGRAMS IN AUTO MECHANICS, BULLETIN. NO. 49-174, 32 pages, E.R.I.C. #ED 101 058

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APPENDIX ONE

MATERIAL TO BE USED IN THE EVALUATION OF: DESIGNING SCHOOL PROGRAMS, FACILITIES AND TEACHERS

A. Evaluation Of A Secondary School

1. The curriculum should have:
    a. a course of study which includes: English, 4 units; social studies, 3 units; science, 1 unit; health, 1/2 unit; and physical education. A guidance and counseling program should be provided.
    b. each student should have the following through a three year sequence in one of the following fields: science, mathematics, foreign language, music, visual arts, business, practical and industrial arts, or vocational subjects.
    c. a junior high school (grades 7, 8, and 9) shall include in its curriculum: English, social studies, science, mathematics, health education, visual arts, music, and practical arts. A counseling and guidance service should also be provided.
2. Organization should consist of:
    a. a unit is defined as a year's work in one subject area requiring four or five periods weekly or prepared classroom work throughout the school year. The minimum length of a period is 40 minutes.
    b. the number of daily periods of classroom instruction for a teacher should not be more than five. The number of students each teacher has in a day should not be more than 150.
    c. the location and construction of school buildings and equipment shall be such as to secure hygenic conditions. The library and physical education facilities shall be such as to meet the needs of instruction.

B. Evaluation Of An Elementary School's Administration, Supervision, And Organization

1. Administration
    a. the principal should devote appropriate time to:
        administration
        supervision
        instructional improvement
        pupil personnel services
        counseling with parents
        community-school relations
    b. responsibilities of the staff have been written out
    c. the clerical staff is adequate
2. Supervision
    a. instructional improvements are accomplished, using a variety of approaches and techniques
    b. there are instructional committees
    c. the teachers are assisted to develop a greater understanding of the culture of the community

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    d. resource material is available for the teachers:
        professional books
        periodicals
        courses of study
        bibliographies
        sample texts
        units of work
        programmed materials
    e. the supervisor helps teachers to promote activities which both humanize and individualize instruction.
3. Organization of the school
    a. there is a clear-cut policy regarding minimum age for entrance into kindergarten
    b. each child attends school at least five hours per day
    c. the daily schedules provide for large blocks of time for instruction by the classroom teacher
    d. there is a well established grading system
    e. provisions are made for children with a handicap
    f. provisions are made for talented and gifted students
    g. social and emotional adjustments are considered in the classrooms' organization
4. Physical plant
    a. the building and grounds are well maintained
    b. sufficient classrooms to hold all the children
    c. a suitable space for administrative services
    d. an adequate auditorium
    e. the health, physical well-being, and safety of the children are guarded in all school situations
    f. adequate medical, nursing, and dental facilities
    g. a suitable cafeteria
    h. adequately heated, ventilated, and lighted
    i. maintained in a neat and orderly manner
    j. the building is attractively decorated

C. Evaluation Of An Elementary School's Instructional Programs

1. Art education
    a. art is an integral part of the total educational program
    b. the art curriculum includes:
        painting, drawing, and printmaking
        three-dimensional design (modeling, construction, crafts)
        art appreciation
    c. about 120 minutes is devoted to visual arts and crafts each week
    d. creativity and imaginative thinking are recognized, nourished, and developed
    e. originality is encouraged
    f. work is done free from patterns, dittoed coloring, and other stereotypes
    g. encouragement is given to recording personal experiences and to communicate ideas visually
    h. children work with: paper, wood, clay, fabric, paints, and wire
    i. enrichment is provided, using art reproductions, artifacts,

and audio-visual materials
   - j. visits to museums, galleries, and other art centers
   - k. the students' work is displayed throughout the building
   - l. a water supply is present in each classroom
   - m. *provisions are made for the storage of in-progress work*
   - n. art education workshops are provided for the staff
2. Health and safety education
   - a. the health and safety education program includes:
     daily health observations
     hand washing before eating and after using a toilet
     self-inspection by each child
     sanitation in use of drinking water facilities
     proper disposal of waste
     good eating practices
     cooperation with others
     good housekeeping in use and care of materials
     protection by each child of his/her own health
     protection of health of their children
   - b. each child's health is protected by:
     comfortable seating
     good lighting
     good ventilation
     frequent checks of room temperature
   - c. children are gaining basic health information relative to:
     food and eating practices
     sleep and rest
     care of mouth and teeth
     care of eyes
     care of ears
     cleanliness and health protection
   - d. appropriate learning experiences are provided in:
     alcohol education
     tobacco education
     dangers of self-medication
   - e. children are gaining information relative to:
     social relations with others
     family living
     consumer health education
     simple first aid
     environmental sanitation
   - f. children are learning the safety procedures to use:
     in school buildings
     on playgrounds
     in the gym
     on the school bus
     when walking to and from school
     in use of materials
   - g. children are properly developing their ability to apply learning to their own behavior
   - h. the health education curriculum is planned and operated in a sequential K-12 program
   - i. a wide variety of teaching-learning activities are used
   - j. multimedia resources are used
   - k. health is an integral part of the total education program

3. Language arts education
   a. the language arts program is planned and operated in a sequential K-12 program
   b. language arts provides a planned developmental program including:
      - listening and speaking
      - reading
      - composition
      - language
      - literature
   c. the children are being taught to use:
      - auditory discrimination
      - aural comprehension
      - audience adaptation
      - oral delivery
      - content arrangement
   d. the program in reading promotes growth in:
      - comprehension and appreciation of picture books
      - sensitivity to style, rhythm, and sound
      - success in anticipating narrative turnings
      - formation of the habit of reading for pleasure
   e. instruction in composition includes:
      - substance and clarity
      - conscious choice of words
      - organization and ordering of ideas
      - writing to suit a selected purpose
      - spelling
      - handwriting
   f. instruction in language includes:
      - experiences in manipulation of language elements
      - emphasis upon the functions of language
      - conscious efforts to attain acceptable usage
      - experiences in hearing and reading proper language
      - knowledge of word history, semantics and related areas
   g. the program in literature is designed to foster appreciation through comprehension and develop skills in:
      - characterization and plot
      - setting and mood
      - point of view and theme
      - poetic forms of patterns
      - appreciation of the diverse ethnic, geographical, and historical insights inherent in literature
   h. each classroom has:
      - multilevel materials to develop language skills
      - multilevel materials to supplement the literature program
      - appropriate language arts reference material
      - audio-visual equipment and materials
   i. the teachers are able to become involved in curriculum adaptations, revisions of courses of study, selection of texts, and adaption of instructional materials along with most other members of the community
   j. the effectiveness of instruction is measured in terms of individual student growth, not grade level competence
   k. the language arts curriculum reflects the local needs

  - l. there is cooperation between teachers and the librarian in developing library skills
  - m. provisions are made for children with special language problems
4. Mathematics education
   - a. the mathematics program is designed to encourage the children to explore, discover, and build understandings of structure of our number system
   - b. the program has continuity from grade to grade
   - c. effective use of objects and pictures to help understand arithmetic concepts
   - d. use of meaningful, developmental approaches
   - e. a program for the development of problem solving skills
   - f. a program stressing development of computation skills
   - g. use of illustrations showing social applications of math
   - h. effective differentiation of instruction to overcome individual differences of students
   - i. use of visual-manipulative aids
   - j. diagnostic and remedial activities
5. Music education
   - a. the music curriculum is planned so that every child may have musical experiences in:
     - singing
     - playing instruments
     - reading music
     - listening
     - rhythm work
     - creating music
   - b. a varied learning program which provides each child with an opportunity to achieve success in at least one aspect of music
   - c. the program helps the children become aurally sensitive
   - d. development of positive attitudes towards music
   - e. both individual and group expression of music
   - f. the program is oriented toward desirable cultural levels of appreciation of music
   - g. the use of musical works from many cultures and countries
   - h. special musical activities for talented children
   - i. adequate musical supplies and equipment
   - j. cooperative planning between the teachers and the music teacher
6. Physical education
   - a. the student's readiness for physical education, determined through medical and educational testing
   - b. considering each child's physical, mental, emotional and social needs
   - c. the written curriculum provides for experiences in:
     - body mechanics
     - games
     - rhythm and dance
     - self-testing
     - aquatics
   - d. provisions for instruction of handicapped children
   - e. cooperation between the teacher and the physical education teacher in planning activities

    f. no less than 120 minutes a week, with at least one period each day
    g. appropriate indoor facilities
    h. appropriate outdoor facilities
7. Reading education
    a. Instructional setting
        1) evidence of use of reading in total school program
        2) flexible arrangement of furniture
        3) emotional tone of classroom
        4) varied activities
        5) time for leisure reading
    b. Testing and records
        1) cumulative folders
        2) use of achievement and intelligence tests
        3) use of teacher's continuous evaluations
        4) progression from level to level based on evaluation
        5) services of psychologist
        6) services of social worker
    c. Materials for instruction and supplementation
        1) basal readers
        2) supplementary materials
        3) audiovisual aids
        4) teacher-made charts and work sheets
        5) reference books and dictionaries
        6) high-interest, low vocabulary classroom libraries
    d. Instruction methods
        1) each child is screened to determine the best approach for teaching that child to read
        2) individualization of instruction
        3) flexible groups
        4) provisions for non-English speaking children
        5) each student progresses at his/her own rate
        6) consultant services available
8. Science education
    a. the science curriculum provides for instruction in:
    living things
    our growing bodies
    air, water, and weather
    matter and energy
    the earth and its composition
    b. the science curriculum provides for learning in:
    questioning
    exploring
    experimenting
    observing
    measuring
    concluding
    communicating
    c. increasingly more advanced teaching-learning experiences in each successive grade
    d. learning to understand the "how and why" of their environment
    e. teaching by the use of:
    field trips
    demonstrations and experiments

classification
observations
discussions
reading
measuring
making inferences

- f. children, individually and in small groups in the class, are helped to develop their own scientific interests
- g. science material and equipment appropriate to the programs
- h. the program is coordinated K-12

9. Social studies education
    - a. the curriculum reflects:
        - an interdisciplinary approach
        - inquiry process and skills
        - concept development
        - incorporation of variety of media
        - student, teacher, and community participation
    - b. the social studies program has continuity from grade to grade throughout the K-12 program
    - c. the teachers are involved in:
        - inservice programs
        - professional organizations
        - professional readings
    - d. teachers use meaningful, developmental approaches, including:
        - attention to social studies skills and terms
        - involvement in problem solving and decision making activities
        - use of media materials and equipment
        - provisions for learning experiences which do not rely on the child's ability to read
    - e. use of a variety of teaching-learning activities:
        - increasing use of individualized instruction
        - a variety of media and material
        - community resources and field experiences
        - use of objects and pictures to help children discover concepts
        - up-to-date, relevant topics and information

NOTE--middle schools reflect continuity with both elementary and secondary schools

D. Evaluation Of An Early Childhood Program

1. There should be ample indoor and outdoor space: about 35 square feet of free space for each child indoors and 100 square feet of free space for each child outdoors.
2. Safe, sanitary, and healthy conditions must be maintained.
3. The child's health is protected and promoted.
4. The program should help children to develop wholesome attitudes toward their own bodies and body functions.
5. The program should have continuity but without over-stressing routines or rigid programming.
6. The program should provide appropriate and sufficient equipment and play materials and make them readily available.
7. Children are encouraged to use materials to gradually increase their skills for constructive and creative processes.

8. Children should be helped to increase their use of language and to expand their concepts.
9. Opportunities for the child's social and emotional development.
10. Because young children are so closely linked to their fathers and mothers, the needs of both parents and children must be met.
11. Consideration should be given to meet the entire family's varying needs.
12. There should be enough adults to work with the group and care for the needs of individual children.
13. The staff has positive outlooks on life.
14. The adults enjoy and understand children and how they learn.
15. The staff is observant and records each child's progress.
16. The program makes use of community resources.

E. Evaluation Of The Library-Media Center

1. There should be at least two trained librarians, with a supporting staff.
2. A unified program which reflects a depth and variety in the selection of all types of media.
3. Effective design in physical arrangement to provide for use by all members of the community.
4. Provision for and assistance to community members in the production of new materials for community use.
5. Participation of library personnel with others in the planning and implementation of the curriculum.
6. Easy access to all services, materials, and equipment.
7. Purposeful instruction for community members in library and research skills.
8. Consultative and special services to teachers to provide support in their instructional roles.
9. Availability of a wide variety of learning opportunities.

F. Evaluation Of The Community-School Relationship

1. The school should use community resources.
2. The parents are helped to understand children's needs, how children develop, and how the school helps to meet their needs.
3. There are opportunities provided for parents and the public to visit the school.
4. The school program is explained regularly to the public by:
   conferences with individuals
   group meetings
   regular bulletins

G. Evaluation Of A Textbook

1. It agrees with the community's educational goals.
2. It contributes to attaining classroom learning goals.
3. It has quality in its format and style.
4. It has quality in its production (cover, type, reproductions)
5. The qualifications of the author.
6. Content (accuracy, student's needs are met, illustrations are balanced, references included)

7. It gets favorable student reaction.
8. It gets favorable community reaction.
9. It includes materials on minorities where relevant.
10. It reflects respect for personal and cultural differences.
11. It offers factual, realistic and mature treatment.
12. It gives a balanced treatment of the past and present.
13. It presents accurate, pertinent information.
14. It presents issues and problems.
15. It presents varied points of view.
16. It develops concepts of a pluralistic society.
17. It includes cultural diversity in illustrative material.
18. It emphasizes both positive and negative aspects.
19. It avoids distortions and bias.
20. It avoids the use of name-calling or emotionally charged words.
21. It supports generalizations with the specific and concrete.
22. It avoids stereotyping.
23. It aids in building positive attitudes and understanding.
24. It distinguishes between fact and opinion.
25. It gives attention to holidays, festivals, and religious observances of minority groups.
26. It encourages classroom use of additional multi-ethnic learning materials.

The following are designed to evaluate the books/films application to Indian people:

a. Would it help an Indian identify with and be proud of his/her heritage? In what ways?
b. Does it express Indian values? How? Would it help an Indian reader to reconcile his/her own values with conflicting ones?
c. How might it affect the Indian person's image of himself/herself?
d. Is Indian culture being evaluated in terms of its own values and attitudes, and not in terms of those of another culture?
e. Is the image presented of the Indian one of a real human being, with strengths and weaknesses, acting in response to his/her own nature and his/her own times?
f. Are the images of the Indian stereotyped?
g. If fictional, are the characters realistically developed?
h. Does it present both sides of the event, issue, problem?
i. Does it contain any factual errors or misleading ones?
j. Are the contributions of American Indians to western civilization given rightful and accurate representation?
k. Are loaded words (chief, savage, buck, squaw, red skin) used?

H. Competencies For Teachers of Culturally Different Children: Teacher Competencies For Teaching Native American Children

Dealing With Cultural Diversity

Having a diversity of cultures within a single country can be a threat, a problem or an asset. Thus steps must be taken to make it an asset. Just because a group of people look at and solve a problem differently doesn't mean they are any better or worse as people.

Traditional teacher education programs are not producing people equipped to teach minority children and youth effectively. If humanizing the curriculum is truly a value in the educational system in twentieth century America, then the people for whom the curriculum is designed must be involved.

The official position is that minority group children who are "culturally deprived" should be taught middle-class values, yet--"Individuality can only exist in a pluralistic society wherein differences are appreciated and protected."

If we are to have relevancy in education and a democratic society, goals and objectives should be based on the cultural values and differences of the various socioeconomic groups of America and should be reflected in the goals of the total educational system. There should be programs in which the tribal-specific language and culture of the children are brought into the classroom as an integrated part of the school program. The child needs to learn the language and culture of the school, but the school needs to learn about and appreciate the language and culture of the child as well. Cultural differences involve alternative ways of looking at and doing things.

Teacher competencies have to be specified and must relate to understanding cultural diversity. A curriculum in order to be successful must represent several cultures, and the development of that curriculum must be handled by those who represent the diversity of cultures through which the learner must daily maneuver.

Definition Of Teacher Competency

Perhaps it would be appropriate to define at this time what we mean by teacher competency. Competencies may be simply defined as behaviors which effectively satisfy their objectives. Teacher competencies are performances which have been judged to be effective in satisfying the objectives of the teaching profession. Statements of teacher competencies describe what the authorities who have specified them regard as adequate descriptions of a competent teacher. In most teacher education programs the comprehensive set of these statements provides a description of what the judges believe a teacher should be like when he or she is ready to teach.

Knowing The Community

In order for the teacher to gain community support and maneuver within the students' environment outside the classroom, the teacher should have the ability to maneuver within the community. Often, little or no effort is made to visit the child's home and community to understand the child as a whole. A teacher should recognize and respect that a community also consists of a government, service agencies, history, language and culture, value system, religion, and education. These elements should become part of the curriculum as well as influence the teacher's attitude toward his or her students.

A competent teacher of an Indian community, for example, should be able to--

1. describe the geography, home life, and economics of that Indian community;
2. describe the services offered by the various community agencies active in the school community; and
3. discuss the tribal government and name and describe the responsibilities of the officials.

In the area of language and culture, the competent teacher should be able to--

1. analyze the Indian language in comparison to English;
2. point out the difficulties that these children have in learning the English language; and
3. talk about the various arts and crafts of the Indian.

In history, the competent teacher should be able to--

1. give a brief history of that Indian group; and
2. name the great leaders of the past and present and be able to tell about them.

On other aspects of the community--value system, religion, and education--the teacher should be able to--

1. describe how a Navajo or Hopi views honesty, punishment, truth telling, rewards, sharing, competition, going against custom;
2. describe the religion;
3. differentiate between religious ceremonies that are private and those that are public;
4. tell the importance of each of the religious ceremonies;
5. describe the major educational systems on the reservation;
6. list the tribal education goals;
7. describe the feelings of community members about education; and
8. inform the parents on how they can be involved in the educational process of their children.

Competencies Expected Of Teachers

The competencies selected from those in each area listed above are those needed to teach culturally diverse and/or culturally different children. These, then, become teacher competencies or behaviors expected of teachers:

Instructional Competencies--The teacher--

* involves students in a variety of relevant activities,
* presents alternate methods of instruction when required,
* utilizes a variety of resources,
* uses appropriate remedial material.

Community Competencies--The teacher--

* welcomes parental and community visitation,
* communicates with the community on school matters,
* participates in appropriate community activities and organizations,
* assesses and/or identifies community attitudes.

Student-Teacher Relationship Competencies--The teacher--
* exhibits an honest liking and sincere regard for students,
* encourages student respect for all cultures,
* encourages students to work cooperatively as well as individually.

Having resource persons in the classroom who are fluent in the children's language can increase language understanding and use in a way that encourages children to express themselves. Learning materials and experiences which reflect the positive social, family, and ethnic background of different child-groups within the classroom can do much to build positive self-concepts and individual strengths in children. A program that is sensitive to the cultural needs of the children, which incorporates important elements of cultural backgrounds of families being served--language, music, ceremonial days--can achieve continuity between the home and the school.

Teacher Competencies For A Multicultural Society

Multicultural education should develop teachers who will deeply respect cultural differences which can contribute positively to American education by providing cultural experiences and enrichment to other ethnic groups. The following are some competencies for teachers of culturally diverse children (some of these may be repetitive because they have been touched on in previous sections of the paper, others are additional). The competent teacher:

1. recognizes that all cultures have the same human needs.
2. utilizes those materials and resources which promote positive self-concepts.
3. utilizes those aspects of a student's culture for planning and presenting instruction which will enhance student self-development.
4. helps students understand their values and attitudes.
5. recognizes the effects and expectancies of the dominant culture which stifle motivation and learning.
6. knows about the sociopolitical characteristics of American society and the local community.
7. participates with parents and students in designing and evaluating activities.
8. develops an atmosphere of shared decision making in the classroom.
9. encourages individuality and originality.
10. instills in students an appreciation of human diversity.
11. encourages student participation and divergent points of view.
12. incorporates community resources in the school program.
13. utilizes community resources in classroom instruction.

Competency-Based Teacher Education--A Strategy

With this great diversity in culture and individual differences in children and their teachers, it is assumed that institutional resources as a primary basis for accreditation must be questioned. Further, we assume that knowledge of subject matter, some teaching methods, and a term of student teaching may no longer be acceptable as a primary basis to predict success of a prospective teacher and the granting of certification.

An ideal program would--

1. specify basic and specific competencies of teachers and teaching interns within and out of the classroom;
2. provide a training program to meet the specific needs of the students;
3. continue reevaluation of curriculum and teaching techniques;
4. expand practicum time; and
5. provide a variety of student teaching (intern) laboratory experiences.

Competency-based teacher education has the potential as a strategy for preparing effective teachers mainly because of its basic characteristics:

1. Competencies are made public in advance.
2. The students' rate of progress through the program is determined by demonstrated competency rather than by time or course completion.
3. Instruction is individualized and personalized.
4. The emphasis is on exit, not on entrance, requirements.
5. Instruction is modularized which allows for self-pacing.
6. The program is field-centered.

In CBTE the learner is the most important element. Flexibility in the scheduling of learning activities is paramount in importance. Utilization of a variety of instructional activities is emphasized. There are no fixed rules as to how, when, or where learning is to be accomplished. Opportunities are provided to acquire competencies in practical field experience or on the job.

Competencies that are already possessed by the individual can be recognized, and the person should be allowed to demonstrate these competencies. If competencies are performed to satisfaction, proper credits should be given and the individual allowed to bypass certain blocks of studies. The concern is for exit requirements, not entrance requirements. Continuous evaluation, feedback, and revision are integral parts of the program. Field-centered experiences which allow continuous evaluation can encompass a broad-based involvement in teacher training by university, community, school, and students themselves. Students can decide on their own if teaching is really what they want to do. Naturally, the community is given the opportunity to say which and what kind of teachers it wants for its schools and children.

Self-pacing allows for individualization and personalization of instruction. The slow learners are no longer frustrated because they cannot keep up with fast learners, while the fast learners are not held back by slow learners and can continue on to more challenging areas. Since emphasis is placed on exit rather than entrance requirements, training programs are open for a wide variety of persons entering the field. With continuous assessment of the progress of each student moving at his/her own rate, and with a variety of choices for a goal, many who would normally have been excluded because of educational assessment, cultural background, race, or previous interest can enter and successfully complete a teacher training program. The result can be a wholesome diversity of background in the teaching profession.

The goal of CBTE in relationship to multicultural education should be the training of competent educators who are able to relate to the diverse cultures of our society. This training should be designed to develop such unique competencies as an understanding of cultural pluralism, bilingualism, and dialects (in systems where needed, it will require bilingual personnel). Training should also include competencies in cross-cultural curriculum development, community-based education, and effective learning as it relates to minorities.

I. Suggested Criteria For The Observation And Evaluation Of Teaching

CRITERIA	OBSERVATIONS
PHYSICAL CHARACTERISTICS OF CLASSROOM	
I. The classroom is comfortable	I. Comfort a. Is the furniture properly sized? b. Are the heating, lighting, and ventilation adequate for good health?
II. The classroom is functional	II. Functional Organization a. Is the furniture arranged to facilitate teacher's and student's work? b. Are suitable work areas provided--library, science, art, etc.? c. Are materials easily accessible?
III. The classroom is attractive	III. Attractive a. Is the room clean and uncluttered? b. Are displays arranged in good taste? c. Do colors used present a cheerful atmosphere?
IV. The classroom is safe	IV. Safety a. Is safety equipment accessible for quick use? b. Is a First Aid Kit readily available? c. Are safety practices, including fire drills, followed?
V. The classroom is stimulating	V. Stimulating a. Do bulletin boards and interest centers appeal to a variety of interests?

b. Are materials chosen to meet different interests?

THE INSTRUCTIONAL PROGRAM

I. The classroom has a purposeful, interesting, and relaxed atmosphere	I. Atmosphere a: How do students show they have a purpose in working? b. How do students show they are interested in the classroom work? c. Are the teacher and students free from tensions? d. Are the students courteous? e. Are the students responsive? f. What is the rapport between the teacher and students? g. Is there evidence that students are working by standards they helped develop? h. Is there satisfactory control and use of acceptable disciplinary measures?
II. There is a well-planned program of instruction	II. Well-planned Program a. What evidence is there of preplanning by the teacher? b. Are plans formulated in terms of instructional, or behavioral, objectives? c. Are the day's teacher-pupil plans posted where all may read? d. How are curriculum guides used? e. Is over-all planning for the year in accordance with the objectives of the school? f. Do plans provide a proper balance between skill and content subjects?
III. The teacher and students carry out their plans	III. Working by Plans a. Are students working by plans they helped to make? b. Is class work well organized? c. Do students have good work habits? d. How do teacher and students evaluate their work?
IV. Teaching is based on individual needs of students	IV. Individual Needs a. Does the teaching reflect the teacher's awareness of individual differences?

b. Is the subject matter appropriate for the level of the class?
c. Do students work most of the day in small groups?
d. Is the work assignment within the comprehension of the student?
e. Are any children working on individual projects?
f. How does the teacher recognize the cultural background of the student and community?
g. Is the subject matter current and timely?

V. A variety of suitable instructional materials is available and is used

V. Instructional Materials
a. To what extent are the standards for instructional materials met?
b. Are materials used which are appropriate to the level of the students?
c. Does the teacher adapt available materials to the students' needs?
d. Are there ample audio-visual aids available and in use when appropriate? Including chalkboards, maps, recorders, projectors, etc.

VI. The teacher uses a variety of teaching methods

VI. Teaching Methods
a. Is the grouping of the students flexible, changing as often as needed for different purposes?
b. Does the teaching permit students to participate actively in classroom work?
c. Do the students show initiative?
d. Do the students assume any responsibility for their actions?
e. How good are the students' work habits?
f. Does the teaching develop students' ability to do critical thinking?
g. Is subject matter presented at the achievement level of the students, in sequence, and in meaningful situations?

	h. Is all teaching geared to improve communication skills, with special emphasis on oral English?
	i. Are group discussions conducted so as to arouse student interest and fully explore the problem?
	j. Are learning situations requiring dramatic play or role-playing included and conducted effectively?
	k. Are field trips planned and community resources brought into the school?
	l. Are units of work fully developed and followed up?
VII. The teacher can communicate effectively with the students	VII. Teacher Communication
	a. Do the students appear to understand what the teacher is saying?
	b. Does the teacher use time consuming and ineffective speech habits?--poorly formulated questions, unnecessary repetitions, overworded phrases, grammatical errors.
	c. What percentage of the time does the teacher talk? the students?
	d. Is there sufficient and positive interaction between the teacher and the students?

APPENDIX TWO

STUDENT-CENTERED ASSESSMENT CHART FOR THE ESTABLISHMENT OF GOALS AND OBJECTIVES FOR INDIAN EDUCATION

What is the student's behavior?	What SHOULD his behavior be?	How do we know what his behavior is and what it should be?	Objectives	Method (to meet objectives)	Evidence of success and evaluation
1. Poor attendance No attendance or not enrolled	Regular attendance Special compensatory opportunities Special curriculum materials and methods Flexible programming keyed to cultural characteristics	Observation Testing Experience School records Advisory committee recommendations Home-school contacts	Enrollment in school Regular attendance Academic progress in accordance with ability Toward a long-range goal of catching up academically to ability to achieve	Flexibility in organization of programs to meet language needs Studies that give Indian pride in his heritage Programs that meet specific individual needs and interests Recognize tribal customs and allow for the observance of these	Total enrollment Good attendance Enthusiastic participation Improved self-image and assurance
2. Regular attendance but retarded academically	Diagnosis of causes and areas of retardation Compensatory programs to correct specific deficiencies	Observation Testing Experience School records Advisory committee recommendations Research and reliable consultant services	Educational academic achievement in keeping with ability Catch up to expected level	Flexible programs Hours of day Days of week Subjects of interest to the Indian Subject material that is relevant to Indian students' lives	Improved sense of self-worth observation Noted enthusiasm Improved achievement

3. Poor health: Eye deficiency, hearing loss, disease, malnutrition, dental deficiency Poor health habits Lack of clothing	Physical examination and diagnosis Nurse services Concept of good health practices Food services Dental care Improved diet Disease treatment Preventive care Clothing	Observation Diagnosis and examination Past health records Weight and growth records	Improve health concepts Improve health habits Provide health services Rid of disease Provide balanced diet Improve sight Improve hearing Provide needed clothing	Regular nurse and physician services Give health instructions and demonstrations Treat disease Teach health habits Provide breakfast and/or lunch Provide needed glasses Provide needed hearing aids	Attendance records Growth charts Standard height and weight charts Physical achievement tests Observe and estimate attitude and self-image change
4. Poor background of experiences due to poverty Small vocabulary Few concepts basic to learning to read	Many wholesome experiences and activities Expanded vocabulary Enlarged and extended concepts Motivation To speak in complete sentences	Observation Welfare records Teacher evaluations Home visits	Build concepts at least comparable to average Vocabulary to comparable level with age To speak and write complete sentences	Small group discussions Story telling Role playing Observing events and objects Feeling objects Discussing events and objects Excursions Film watching Picture study	Standard comprehension tests Standard reading tests Individual assessment by students and faculty Actual performance
5. State of hopelessness Negative attitudes Lack of long-range goals Fear	Educational participation Long-range goals Respond to children Respond to adults Positive outlook	Observation Home visitations Consultation with parents and students	Group participation Individual initiative Long-range goal development Successful achievements	One-to-one instruction and attention Activities in which success is achieved daily	Observation for attitude changes Standard achievement scales

6. Strong ethnic traits and ideals (minority culture)	Pride in heritage Be understood by others Be accepted by others Knowledge of own culture and achievements of its members	Study of history Dialogue with culture authorities Anthropology Sociology	Enhance self-pride Understanding of minority culture by peers Abolish discrimination	Involve family members in activities of community Use members of ethnic minority as resource people in classrooms Help families identify with those in their culture who have contributed in some worthy way to society Identify for the Indian families heritage in which they can take pride	Observation of the family in the community Observation of acceptance by the community

APPENDIX THREE

A SAMPLE, PRESENT AND FUTURE EDUCATIONAL PLAN*

A. Basic Convictions

1. Expertise in the use of the English language is a prime necessity for both children and adults.
2. A continually enriched environment for children aids in the acquiring of expertise in the use of English and is therefore desirable.
3. An educational program to be fully comprehensive in meeting the needs of a community must include offerings for people of all ages.
4. The active involvement of parents and with parents contributes immeasurably to the effectiveness of an educational program.

B. The Plan

1. Establishment of Parent-Child Centers in such geographic areas in order to make them accessible to all parents with young children.
2. Increase in the number of day schools.
3. Provide the opportunity for college for all those desiring it.
4. Provide leadership training at all levels.
5. An extensive adult education program.
6. Provisions of mobile educational units to remote areas.
7. Training program for new teachers.
8. Establishment of local Native American School Boards for every community school and provisions for continuous training of school board members.

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*A shortened version of A Ten Year Plan For Indian Education: Through The B.I.A. Community Schools by I. W. Stout

APPENDIX FOUR

ORGANIZATIONAL STRUCTURES OF ELEMENTARY SCHOOLS

A. Vertical Organization

1. There are two distinct ways in which elementary schools are organized--vertically and horizontally. The vertical organization of the school determines how the learner will move upward through the hierarchy of school experiences from the time he is admitted until the time he is to leave the elementary school. Five such plans for moving the elementary learner through the elementary school follow: graded; multigraded; middle school; continuous progress (nongraded); and appropriate placement.
2. The Graded School. The graded school is based upon a classification system, usually chronological age. Children who are six years old by the first day of November are expected to begin the first grade, and by experiencing normal annual promotions to the next grade level, one would have progressed through the graded elementary school by age twelve years.

   One question that is asked concerns the efficacy of the graded plan in relation to the influence rendered upon the children's personality development. Some children who are legally old enough for a particular grade level are not physically or psychologically ready for the experiences that are designed for this grade. The readiness level these youngsters bring to the school may be inadequate for many reasons. Age alone cannot dictate readiness, and the frustrating experiences such young learners will experience with graded materials can bring about a lack of self-confidence that may permanently impair learning for the future.

   Other children housed in the graded structure who find the materials and experiences relatively easy to satisfy may also be experiencing frustrations. Unless they are encouraged to move on in their studies, both in depth and in breadth, they may fall victim to a boring, challengeless curriculum and never achieve their full potential.
3. The Multigraded School. A plan that is designed to reduce the obvious regimentation of the graded school, the multigraded organization typically included classes of learners with age differences of three or more years. For example, a primary multigrade class would contain an equal number of children from each of the first three grade levels. Emphasis is placed on the differences one would expect to find in existence among members of a group with such an age span. Learners are expected to gain from those who are so different, and in a three-year period one can enjoy being the youngest, the middle, and the oldest member of his class, with accompanying privileges.

   This plan presents an interesting opportunity for personal, social, and attitudional development. By planning for individual differences, teachers expect to employ a wide variety of learning aids and materials. Less of a stigma would be attached to the assignment of different texts since several levels of texts are commonly used in this classroom. Grouping is flexible, tentative, and designed to take advantage of, not reduce the individual differences that exist.

4. The Middle School. Another modification of the pure graded structure in the elementary school is the middle school, still incorporating gradedness, but reducing the number of grade levels. The most common middle school plan includes kindergarten and the first four grades in the elementary school. Upon completion of this experience, the students would move to the middle school for the next four years before attending the high school for their final four years.

    Historically, the elementary school was planned to provide educational experiences for the child while the high school was designed for the adolescent. The junior high school was given the formidable task of educating the youngsters making this transition from childhood to adolescence. Unfortunately, the typical junior high school is organized and programmed almost exactly like the high school; thus, the move from elementary school to the junior high school has seldom been smooth and well planned.

    Today's concern for individual progress and continuity of learning experiences is not enhanced by such a disjointed articulation. Supporters of the middle school suggest that a more likely time for changing schools comes at the time a child is ten or eleven years old, immediately before or very early in pubescence. These four or five years between ages ten or eleven and fourteen or fifteen find youngsters experiencing perhaps the greatest range of differences in physical, emotional, social, and psychological growth. The middle school would house a vast majority of young people who are caught up in these exciting changes and could be designed to provide relevant educational experiences for these students.

5. The Continuous Progress School. This plan is referred to as nongraded vertical organization and should be viewed synonymously except that continuous progress implies a more absolute abstention from gradedness in every sense. A continuous progress system suggests that both teachers and children interact in the learning situation most effectively when all artificial and formal barriers are removed. Characterized by flexibility, this plan allows each child to progress in every academic area at his/her own speed.

    Strong students are encouraged to work up to their capacity, and slower students enjoy the privilege of progressing at their maximum comfortable rate. Every learner can experience daily success and yet know the thrill of a challenge. The stigma attached to working "below your grade level" is reduced.

    A common organizational grouping for the continuous progress plan is by primary and intermediate units. The new pupil would enter the primary unit at the age of six and expect to spend three years with either the same or three different teachers. Upon completion of each of the first three years, the youngster would take up from where he/she left off the previous spring. After completing the primary unit, which usually takes three years, he/she would move into the intermediate unit, for three more years.

6. The Appropriate Placement School. Organizational plans that reduce the lock-step nature of gradedness in the elementary school have been more extensively employed in the earlier grades than in the later school years. An exception to this is the plan currently being used in the Melbourne High School in Florida, a school that is well known for its successful implementation of a nongraded plan for grouping students in high school. The Melbourne plan, takes advantage of a multiphased curriculum. Courses are designed to meet the students needs according to their achievement test scores. The students are divided into six groupings, and then allowed to take courses designed for the needs of the group that the student is assigned to.

   Emphasis is placed upon the changing role of the teacher from expositor to one of coordination group and independent learning activities.

B. Horizontal Organization

1. The horizontal organization of the elementary school controls the distribution of the students to the classroom teachers and determines the make-up of the class groups. Three major plans follow: self-contained, departmentalized, and team-taught.
2. The Self-Contained Classroom. The teacher in the self-contained classroom is responsible for directing the instruction in all, or virtually all, subjects. The teacher is a specialist in a grade level, but a generalist in the curriculum for that particular level. The teacher remains with the same group of learners every day for an entire year and can become very well acquainted with each individual student. The greatest strength of this plan rests in this opportunity to know the individual's characteristics and differences of the students. Another advantage is that the teacher can show the interrelatedness of the subjects. Also there is greater flexibility in the schedule.
3. Departmentalization. In this plan both the teachers and the students are arranged in groups according to subjects. A teacher may become a specialist in one or more subjects and have classes with students working on more than one grade level. The students may have only two different teachers or a different teacher for each subject.

   A departmentalized plan will be encouraging to those wishing to specialize in a favorite subject field, and it could be responsible for attracting more men to elementary teaching. The demands placed upon the classroom teacher by the fast changing curricula, methods, and media create a favorable disposition towards the concentration of one's efforts to one subject. The students benefit from the instruction of more than one teacher.
4. Team Teaching. As a strategy for deploying teachers, usually in groups of three to five. Teaming distributes the responsibility for instructing large numbers of students among members of the team. The number of students to each teacher is not different than that for a self-contained or departmentalized class. Typically, a team includes a team leader, who accepts additional responsibility beyond the usual subject specialization. Other

teaching members of the team lead instruction in one or two subjects and work with the other members in planning and support.

Several benefits can accrue from a team-teaching plan. Exemplary teachers can be used to direct the education of a large group of students and serve as a model for newer, inexperienced teachers. These teachers can demand higher salaries, enjoy the prestige of leadership, and provide an important professional service.

Time is available for cooperative and individual planning. The students work in large and small instructional settings, as well as directed independent study and gain important experience. The students have the advantage of working with more than just one teacher during the year.

C. Interclass And Intraclass Grouping

1. Plans for grouping elementary children, both within and between classes, are exercised after the more general horizontal and vertical organization is determined.
2. Heterogeneous, Interclass Grouping. This is an organizational plan whereby students are grouped as a cross-section of the community. Teachers would expect to have the slow, average, and fast learners: youngsters exhibiting a full range of emotional and psychological characteristics; and students representing virtually all physical and social determinants. The students in these classes will experience just as many personal and academic differences as there will be likenesses.

   Heterogeneous grouping provides a more natural social situation. It also suggests that criteria other than simple academic achievement are important. The student's right to be different is not only enhanced, but honored--a mark of the democratic setting.
3. Homogeneous, Intraclass Grouping. In an effort to reduce the individual differences that exist among members of a single-grade level, some schools group the learners according to ability to learn and/or their achievement level in basic skills.

D. The Open School

The open school is defined as a learning environment creation. It has some basic characteristics that could include:

1. A child's education must be centered upon his/her experiences, needs, and interests, and involved him/her as an active participant in the direction of the learning activities.
2. Individualized and personalized learning opportunities are assured, especially by providing a variety of learning environments that are appropriate to the age of the children.
3. There is a deemphasis placed upon formal instruction by the teacher.
4. The physical arrangement of the classroom is limited only by the imagination of the teacher and students.
5. Extensive cooperation among the teachers is considered an important strength.

E. A Summary

1. The basic criteria for selecting the organizational plan of the elementary school are quality, equality, and individualization.
2. Every elementary school is organized both vertically and horizontally. Common vertical plans are graded, multigraded, middle school, continuous progress, and appropriate placement. Horizontal plans include self-contained, departmentalized, and team-taught.
3. There are numerous combinations of horizontal and vertical plans.
4. Further grouping of learners takes place within the general organization of the elementary school.
5. Homogeneous, or ability, grouping is a technique for selecting groups according to likeness in ability or achievement. This practice is commonly used to determine members of classes within a grade level.
6. Heterogeneous grouping is a deliberate effort to pick members of classes according to their differences.
7. Intraclass grouping is used to place pupils in like groups within a single class for various reasons, both academic and personal.
8. The best horizontal and vertical plan, with the necessary modifications within and between classes, must be determined by each elementary school according to its needs, goals, and potential.
9. There is no single best organizational plan for all elementary schools.
10. The organization of the elementary school must always remain open, flexible, and receptive to change.

APPENDIX FIVE

A SAMPLE: COMMUNITY'S EDUCATIONAL GOALS*

A. Basic Principles

1. The development of the individual so as to allow for the maximum realization of his or her spiritual potential; and
2. The maintenance or reestablishment of the native community in a harmonious non-exploitative relationship with living creatures and with total Universe.

B. Goals--The development of a person:

1. who knows his "true self-identity," that is, who understands his relationship to his or her clan, tribe, and nation, and also to the earth, to animals, to plants, and to the Great Creative Power.
2. dedicated to the welfare of his or her people.
3. of courage.
4. who considers and takes care of the weak.
5. who respects all living things.
6. who has face--who does not lie, or boast, who can be relied upon, who is "steady" and has a well-developed, strong character.
7. who controls his desires, or better yet has few material desires, so as to maintain a simplicity of life.
8. who has taken a new name, and has been "born again" into a true relationship with the Creator.
9. who is "under control," that is, always does what he or she really wants to do and not what alcohol, drugs, hate, ambition, or greed influences him or her to do.
10. who develops skills and knowledge to a maximum capacity so as to provide benefit for his or her people and so as to enhance the beauty and harmony of the world.
11. who is non-aggressive and non-exploitative, who does not seek to verbally, physically or otherwise dominate any creature; that is, a person whose immense power is held in reserve until needed for the benefit of others but who does not brazenly or aggressively "show-off" his or her power for selfish reasons.
12. who is reserved and maintains dignity and whose expressions of joy, remorse, happiness, sorrow, enthusiasm, love, etc., are always spontaneous and real and never forced or feigned.
13. who desired to help others, and to share with others but at the same time does not jeopardize those who are dependent upon him or her by compulsively giving away things so as to win false esteem.

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*A shortened version of "Powhatan Goals of Education" by Jack D. Forbes

APPENDIX SIX

THE "HAVIGHURST" REPORT'S RECOMMENDATIONS FOR CURRICULUM

Curriculum should be aimed at the retention of Indian identity, pride, and self-respect.

1. Language. Special language and reading programs should be developed and used with
   a. a bilingual program in grades K-3, where the native language is generally spoken at home,
   b. bilingual instruction, in grades K-12, on an experimental basis, and
   c. a course in the Indian language common to the students.
2. History and Culture
   a. Included in the social studies at the middle and upper grades should be units on tribal and regional Indian history pertinent to the Indian children enrolled.
   b. Courses in anthropology and/or Indian history/culture should be offered in secondary Indian schools with a broad mixture of Indian pupils.
   c. In every Indian school, contemporary issues (social, political, economic) and tribal government should be studied.
   d. Units on Indian history and culture should be taught in all schools at the middle and upper grades.
   e. Upgrade materials, using Indian scholars, for the humanities, social studies, arts programs.
3. Career Development
   a. Core academic subjects, in the elementary grades, should incorporate preparation for employment in the dominant economy.
   b. To counter the drop-out rate, career development programs should be underlined and financial support to employ students in temporary jobs should be extended.
4. The School
   a. The decor of the schools attended by Indian children should show values of Indian life and arts.
   b. Counselling for Indian pupils by specially trained counselors should be provided.
   c. Should provide advisory services to Indian families to improve communication between home/school.
   d. Should be flexible in school programs to meet the needs of the community.
5. Teachers and Administrators
   a. Special attention to the recruitment, selection, and training of teachers (Indian and non-Indian).
   b. Special arrangements to keep successful teachers.
   c. Teachers should be paid for 11 months of work.
   d. Teacher education should include cultural and community awareness, as well as the basic academic skills.
   e. Community members should be trained as paraprofessionals for the schools with training opportunities for professional advancement.

APPENDIX SEVEN

SOURCES OF FEDERAL FUNDING

* Except when otherwise noted, the national address for the Office of Education is the same as noted in Section Y, Number 100, Part q.

** The address of the Office of Child Nutrition Division can be found in Section Y, Number 100, Part u.

NOTE--Regional office addresses are listed in Section Y, Number 100 (H.E.W. regional offices are the same as Office of Education regional offices)

A. Office Of Education

#13.400 ADULT EDUCATION--GRANTS TO STATES
To expand educational opportunity and encourage the establishment of programs of adult public education to the level of completion of secondary school.

#13.403 BILINGUAL EDUCATION (TITLE VII)
To develop and carry our elementary and secondary school programs, including activities at the preschool level, to meet the educational needs of children with limited English. Contact: Division of Bilingual Education, Bureau of School Systems, Office of Education*

#13.408 CONSTRUCTION OF PUBLIC LIBRARIES (LSCA--TITLE II)
To aid states in construction of public libraries to serve areas without library service facilities. Contact: Regional H.E.W. Office

#13.410 DROPOUT PREVENTION
To develop educational practices for reducing the number of children who fail to complete their elementary and secondary education. Contact: Dropout Prevention Coordinators, Office of Education, Regional Office

#13.421 EDUCATIONAL PERSONNEL TRAINING GRANTS--CAREER OPPORTUNITIES (CAREER OPPORTUNITIES PROGRAM)
To improve education of children from low income areas by employing low income community residents . . . as education auxiliaries in poverty area schools, while they train toward teacher certification. Contact: EPDA Coordinator, Office of Education-Regional Office

#13.427 EDUCATIONALLY DEPRIVED CHILDREN--HANDICAPPED (PUBLIC LAW 89-313)
To extend and improve comprehensive educational programs for handicapped children enrolled in state operated or state supported schools. Contact: "Policy and Procedure

Officer, Aid to States Branch, Division of Assistance to States, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare, Washington, D.C. 20202

#13.428 EDUCATIONALLY DEPRIVED CHILDREN--LOCAL EDUCATIONAL AGENCIES (TITLE I, ESEA--PART A)
To expand and improve educational programs to meet the needs of educationally disadvantaged children in low income areas whether enrolled in public or private elementary and secondary schools. Contact: Division of Education for the Disadvantaged, Bureau of School Systems, Office of Education, Seventh and D Streets, S.W., Washington, D.C. 20202

#13.433 FOLLOW THROUGH
To sustain and augment in primary grades the gains that children from low income families make in Headstart and other quality preschool programs. Contact: Follow Through Division, Bureau of School Systems, Office of Education, Seventh and D Streets, S.W., Washington, D.C. 20202

#13.444 HANDICAPPED EARLY CHILDHOOD ASSISTANCE (EARLY EDUCATION PROGRAM)
To support experimental preschool and early childhood programs for handicapped children. Contact: Program Coordinator, Handicapped Children's Early Education Assistance, Program Development Branch Division of Innovation and Development Services, Office of Education

#13.449 HANDICAPPED PRESCHOOL AND SCHOOL PROGRAMS (PART B, EDUCATION OF THE HANDICAPPED ACT)
To provide grants to states to assist them in the initiation, improvement, and expansion of educational and related services for handicapped children at the preschool, elementary, and secondary levels. Contact: Policy and Procedures Officer, Aid to States Branch, Division of Assistance to States, Bureau of Education for the Handicapped, Office of Education

#13.464 LIBRARY SERVICES--GRANTS FOR PUBLIC LIBRARIES (LSCA--TITLE I)
To assist in (1) extending public library services to areas without service or inadequate service, (2) establishing and expanding state library services to the physically handicapped, (3) establishing and expanding library services to the disadvantaged in urban and rural areas, and (4) to provide programs and projects to persons with limited English-speaking ability. Contact: Regional H.E.W. Office

#13.477 SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS--CONSTRUCTION (IMPACT AID/DISASTER AID)
To provide assistance for the construction of urgently needed minimum school facilities in school districts which have had substantial increase in school membership as a result of new or increased Federal Activities or where

reconstruction of facilities is necessary because of major disaster. Contact: SAFA Program Officer, Regional H.E.W. Office

#13.478 SCHOOL ASSISTANCE IN FEDERALLY AFFECTED AREAS--MAINTENANCE AND OPERATION (IMPACT AID)
To provide financial assistance to local educational agencies upon which financial burdens are placed; due to Federal Activity where tax base of a district is reduced through the Federal acquisition of real property or the education for children residing on Federal property. Contact: SAFA Program Officer, Regional H.E.W. Office

#13.479 SCHOOL EQUIPMENT LOANS TO NON-PROFIT SCHOOLS
To provide loans to non-profit private elementary and secondary schools for the acquisition of equipment and minor remodeling of laboratory or other space. Contact: Office of Libraries and Learning Resources, Bureau of School Systems, Office of Education, Washington, D.C. 20202

#13.480 SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS (LIBRARY RESOURCES)
To improve the quality of instruction by providing funds to states to acquire school library resources, textbooks, and other printed and published instructional materials for use of children and teachers in public and private elementary and secondary schools. Contact: Office of Libraries and Learning Resources, Bureau of School Systems, Office of Education, Washington, D.C. 20202

#13.483 STRENGTHENING INSTRUCTION THROUGH EQUIPMENT AND MINOR REMODELING
To improve instruction in academic subjects through acquisition of laboratory and other special equipment and materials, and through minor remodeling of space used for such equipment. Contact: Office of Libraries and Learning Resources, Bureau of School Systems, Office of Education, Washington, D.C. 20202

#13.493 VOCATIONAL EDUCATION--BASIC GRANTS TO STATES
To assist in conducting vocational programs for persons of all ages who desire and need education and training for career vocations. Contact: Regional H.E.W. Office

#13.494 VOCATIONAL EDUCATION--CONSUMER AND HOMEMAKING
To assist states in conducting training programs in consumer and homemaking education. Contact: Regional H.E.W. Office

#13.495 VOCATIONAL EDUCATION--COOPERATIVE EDUCATION
To assist the states in conducting programs of vocational education designed to prepare students for employment through cooperative work-study programs. Contact: Regional H.E.W. Office

#13.496 VOCATIONAL EDUCATION--CURRICULUM
To provide assistance to state and local educational agencies in the development of curriculum for new and changing occupations. Contact: Director, Division of Research and Demonstration, Bureau of Occupational and Adult Education, Office of Education, Washington, D.C. 20202

#13.499 VOCATIONAL EDUCATION--SPECIAL NEEDS (SPECIAL PROGRAMS FOR DISADVANTAGES--102 (b)
To provide vocational educational programs for persons who have academic, socio-economic, or other social handicaps that prevent them from succeeding in the regular vocational education programs. Contact: Regional H.E.W. Office

#13.502 VOCATIONAL EDUCATION--INNOVATION (EXEMPLARY PROGRAMS AND PROJECTS)
To develop, establish, and operate occupational education programs as models for vocational education programs. Contact: Regional H.E.W. Office

#13.5 EDUCATIONAL PERSONNEL DEVELOPMENT--URBAN/RURAL SCHOOL DEVELOPMENT
To improve the educational opportunities of students in schools which serve a high concentration of low income families through programs of comprehensive staff development designed by the school and community. Contact: EPDA Coordinators, Office of Education, Regional Office

#13.511 EDUCATIONALLY DEPRIVED CHILDREN--SPECIAL GRANTS FOR URBAN/RURAL SCHOOLS (TITLE I ESEA--PART C)
To meet the special educational needs of educationally deprived children, concentrating on preschool and elementary programs. Contact: Division of Education for the Disadvantaged, Bureau of School Systems, Office of Education, Seventh and D Streets, S.W., Washington, D.C. 20202

#13.519 SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES, GUIDANCE, COUNSELING, AND TESTING (ESEA TITLE III)
To assist in provision of vitally needed educational services and to support local projects designed to demonstrate innovative and exemplary models. Funds are also used to support state and local programs of guidance, counseling, and testing. Contact: Division of Supplementary Centers and Services, Bureau of School Systems, Office of Education

#13.522 ENVIRONMENTAL EDUCATION
To educate citizens on the problems of environmental quality and ecological balance. Contact: Division of Technology and Environmental Education, Bureau of School Systems, Office of Education, Washington, D.C. 20202

#13.523 SCHOOL HEALTH AND NUTRITION SERVICES FOR CHILDREN AND LOW INCOME FAMILIES (SCHOOL LEADERSHIP IN COORDINATING HEALTH SERVICES)

To demonstrate ways to organize a system of comprehensive health and education services through effective coordination of existing resources. Contact: Division of Drug and Nutrition and Health Programs, Office of Education

#13.525 EMERGENCY SCHOOL AID ACT--BASIC GRANTS TO LOCAL EDUCATIONAL AGENCIES

To assist in overcoming the educational disadvantages of minority group isolation of school children. Contact: Emergency School Aid Director, Office of Education, Regional Office

#13.526 EMERGENCY SCHOOL AID ACT--PILOT PROGRAMS (SPECIAL PROGRAMS AND PROJECTS)

To assist in overcoming the educational disadvantages of minority group isolation of school children. Contact: Emergency School Aid Director, Office of Education, Regional Office

#13.528 EMERGENCY SCHOOL AID ACT--BILINGUAL EDUCATION PROJECTS

To assist in overcoming the educational disadvantages of minority group isolation of school children. Contact: Emergency School Aid Director, Office of Education, Regional Office

#13.529 EMERGENCY SCHOOL AID ACT--SPECIAL PROGRAMS AND PROJECTS

To assist in aiding school children in overcoming the educational disadvantages of minority group isolation. Contact: Emergency School Aid Director, Office of Education, Regional Office

#13.532 EMERGENCY SCHOOL AID ACT--SPECIAL PROGRAMS

To assist in aiding school children in overcoming the educational disadvantages of minority group isolation. Contact: Division of Equal Educational Opportunity Programs Operations, Bureau of School Systems, Office of Education

#13.533 RIGHT TO READ--ELIMINATION OF ILLITERACY

To increase functional literacy so that by 1980, 99% of those 16 years of age and 90% of those over 16 will be functionally literate. Contact: Office of Education, Regional Office

#13.534 INDIAN EDUCATION--GRANTS TO LOCAL EDUCATIONAL AGENCIES (INDIAN EDUCATION--PART A)

To provide financial assistance to local educational agencies to develop and implement elementary and secondary school programs designed to meet the special educational needs of Indian children. Contact: Office of Indian Education, Office of Education

#13.535 INDIAN EDUCATION--SPECIAL PROGRAMS AND PROJECTS (INDIAN EDUCATION--PART B)

To plan, develop, and implement programs and projects for the improvement of educational opportunities for Indian children. Contact: Office of Indian Education, Office of Education

#13.536 INDIAN EDUCATION--ADULT INDIAN EDUCATION (INDIAN EDUCATION--PART C)
To plan, develop, and implement programs for Indian adults. Contact: Office of Indian Education, Office of Education

#13.542 STRENGTHENING STATE AND LOCAL EDUCATIONAL AGENCIES--COMPREHENSIVE PLANNING AND EVALUATION (COMPREHENSIVE PLANNING AND EVALUATION)
To stimulate and assist state and local educational agencies to enhance their capability to make effective progress, through comprehensive planning and evaluation. Contact: Division of State Assistance, Bureau of School Systems, Office of Education

#13.549 ETHNIC HERITAGE STUDIES PROGRAM
To provide assistance designed to afford to students opportunities to learn more about the nature of their own cultural heritage. Contact: Ethnic Heritage Studies Branch (Application Officer), Division of International Education, Office of Education, Washington, D.C. 20202

#13.551 INDIAN EDUCATION--GRANTS TO NON-LOCAL EDUCATIONAL AGENCIES (INDIAN EDUCATION--PART A SET-ASIDE)
To provide financial assistance to non-local educational agencies to develop and implement elementary and secondary school programs designed to meet the special educational needs of Indian children. Non-local educational agencies are schools on or near a reservation which are governed by a non-profit institution or organization of an Indian tribe. Contact: Office of Indian Education, Office of Education

B. Office Of The Secretary (H.E.W.)

#13.600 CHILD DEVELOPMENT--HEAD START
To provide comprehensive health educational, nutritional, social and other services primarily to preschool economically disadvantaged children and their families and involve parents in activities with their children so that the children will attain overall social competence. Contact: Office of Child Development, Office of Human Development, H.E.W. Regional Office

#13.606 SURPLUS PROPERTY UTILIZATION (FEDERAL PROPERTY DONATION PROGRAM)
To donate all available Federal surplus personal properties and convey all available surplus Federal real properties, which are needed and usable by eligible organizations and institutions to carry out health and educational programs in their states. Contact: Office of the Surplus Properties, H.E.W. Regional Office

#13.607 FACILITIES ENGINEERING AND PROPERTY MANAGEMENT--TECHNICAL ASSISTANCE (OFFICE OF FACILITIES ENGINEERING AND PROPERTY MANAGEMENT)
To provide a single point of contact, on the architectural engineering development and evaluation of proposals for health, education and rehabilitation facilities. Contact: Regional Engineer, H.E.W., Regional Office

C. Bureau Of Indian Affairs

#15.105 INDIAN EDUCATION--CONTRACTS WITH INDIAN SCHOOL BOARDS
To encourage Indian participation in local school affairs and to provide for operation of schools by local Indian people. Contact: Local Agency or Area Office

#15.128 INDIAN PROPERTY ACQUISITION--TRANSFER OF INDIAN PROPERTIES (PUBLIC LAW 47 TRANSFER)
To convey certain Federal school properties to local school districts or state or local governmental agencies. Contact: Area Office Director

#15.130 INDIAN EDUCATION--ASSISTANCE TO NON-FEDERAL SCHOOLS (JOHNSON-O'MALLEY PROGRAM)
To assure adequate education opportunities for Indian children attending public schools. Contact: Local Agency or Area Office

D. Bureau Of Outdoor Recreation

#15.400 OUTDOOR RECREATION--ACQUISITION, DEVELOPMENT AND PLANNING (LAND AND WATER CONSERVATION FUND GRANTS)
To provide financial assistance to the states and their political subdivisions for the preparation of comprehensive statewide outdoor recreation areas and facilities for the general public, to meet current and future needs. Contact: Regional Office of Bureau of Outdoor Recreation

#15.402 OUTDOOR RECREATION--TECHNICAL ASSISTANCE
To promote coordination of Federal programs providing technical assistance in outdoor recreation and to assist states, local government, and private interests in the development and operation of effective programs to meet public need for outdoor recreation and related environmental quality. Contact: Regional Bureau of Outdoor Recreation

E. Indian Arts And Crafts Board

#15.850 INDIAN ARTS AND CRAFTS DEVELOPMENT
To encourage and promote the development of Native American arts and crafts. Contact: General Manager, Indian Arts and Crafts Board, Department of the Interior, Washington, D.C. 20240

F. Civil Service Commission

#27.008 INTERGOVERNMENTAL COOPERATION IN RECRUITING AND EXAMINING
To assist state and local governments to strengthen their staffs through: (a) participation with the U.S. Civil Service Commission in share-costs recruiting and staffing activities and (b) use of Federal registers for recruiting purposes on a reimbursable basis. Contact: Regional Civil Service Commission Office

#27.009 TRAINING ASSISTANCE TO STATE AND LOCAL GOVERNMENTS
To assist state and local governments and Indian tribal governments in training professional, administrative, and technical personnel to increase their capability for mission accomplishment. Contact: Regional Civil Service Commission

#27.010 STATE PERSONNEL MERIT SYSTEMS--TECHNICAL ASSISTANCE
To assist state and local governments and Indian tribal governments to strengthen their personnel management capabilities, make better use of their personnel resources, and aid in the application of merit system standards to state and local personnel systems. Contact: Regional Civil Service Commission Office

#27.012 INTERGOVERNMENTAL PERSONNEL GRANTS
To assist state and local governments and Indian tribal governments in strengthening their central management capabilities through programs to improve personnel systems; and to train professional, administrative, and technical employees and officials. Contact: Regional Civil Service Commission Office

G. Smithsonian Institution

#60.005 EDUCATIONAL SERVICES--ELEMENTARY AND SECONDARY EDUCATION
The program is designed to make the public exhibits and other facilities of the Smithsonian available as supplementary resources in elementary and secondary education. Contact: Professional Assistance--Education Program Coordinator, Office of Elementary and Secondary Education, Smithsonian Institution, Washington, D.C. 20506

H. National Gallery Of Art

#68.001 NATIONAL GALLERY OF ART EXTENSION SERVICE
To provide educational material including slide lectures, film strips, and motion pictures free of charge, except for transportation costs to schools, colleges, libraries across the nation. Contact: Extension Service, National Gallery of Art, Washington, D.C. 20565

I. Food And Nutrition Service

#10.552 SPECIAL FOOD SERVICE PROGRAM FOR CHILDREN (NONSCHOOL FOOD PROGRAM
To assist states, through cash grants and food donations to initiate, maintain, or expand nonprofit food service programs for children in service institutions and to provide nutritious meals to needy children of both preschool and school age. Contact: Director, Child Nutrition Division**

#10.553 SCHOOL BREAKFAST PROGRAM
To assist states in providing nutritious breakfasts for school children, through cash grants and food donations. Contact: Director, Child Nutrition Division

#10.554 NONFOOD SERVICE ASSISTANCE FOR SCHOOL FOOD PROGRAMS (EQUIPMENT PROGRAM)
To provide states with cash grants to supply schools in low-income areas with equipment for storing, preparing, transporting, and serving food to children. Contact: Director of Child Nutrition Division

#10.555 NATIONAL SCHOOL LUNCH PROGRAM
To assist states, through cash grants and food donations, in making the school lunch program available to all school children, thereby promoting their health and well-being. Contact: Director, Child Nutrition Division

#10.556 SPECIAL MILK PROGRAM FOR CHILDREN (SCHOOL MILK PROGRAM)
To encourage the consumption of fluid milk by children of high school grade and under through reimbursement to eligible schools and institutions which inaugurate or expand milk distribution service. Contact: Director, Child Nutrition Division

APPENDIX EIGHT

APPLICATION FOR FEDERAL ASSISTANCE (NONCONSTRUCTION PROGRAMS)
PART I

1.STATE CLEARINGHOUSE IDENTIFIER	2.APPLICANT'S APPLICATION NUMBER
3.FEDERAL GRANTOR AGENCY ORGANIZATIONAL UNIT ADMINISTRATIVE OFFICE STREET ADDRESS--P.O. BOX CITY STATE ZIP CODE	4.APPLICANT NAME DEPARTMENT DIVISION STREET ADDRESS--P.O. BOX CITY COUNTY STATE ZIP CODE

5.DESCRIPTIVE NAME OF THE PROJECT

6.FEDERAL CATALOG NUMBER	7.FEDERAL FUNDING REQUESTED $

8.GRANTEE TYPE

_____STATE, _____COUNTY, _____CITY, _____OTHER (Specify)

9.TYPE OF APPLICATION OR REQUEST

_____NEW GRANT, _____CONTINUATION, _____SUPPLEMENT, _____OTHER CHANGES (Specify)

10.TYPE OF ASSISTANCE

_____GRANT, _____LOAN, _____OTHER (Specify)

11.POPULATION DIRECTLY BENEFITING FROM THE PROJECT	13.LENGTH OF PROJECT
12.CONGRESSIONAL DISTRICT a. b.	14.BEGINNING DATE 15.DATE OF APPLICATION

16.THE APPLICANT THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME	TITLE	TELEPHONE NUMBER		
SIGNATURE OF AUTHORIZED REPRESENTATIVE		AREA	NUMBER	EXTENSION

For Federal Use Only

INSTRUCTIONS

This form shall be used for all Federal assistance except for (a) construction, land acquisition or land development projects and (b) single purpose one-time assistance requests of less than $10,000 which do not require a clearinghouse review, an environmental impact statement, or relocation of persons, businesses or farms. This form shall be used also to request supplemental assistance, to propose changes or amendments, and to request continuation or refunding, for approved grants originally submitted on this form.

Submit the original and two copies of the forms. If an item cannot be answered or does not appear to be related or relevant to the assistance required, write "NA" for not applicable. When a request is made for supplemental assistance, amendments or changes to an approved grant, submit only those pages which are appropriate.

Item 1 -- Enter the State clearinghouse identifier. This is the code or number assigned by the clearinghouse to applications requiring State clearinghouse coordination for programs listed in Attachment D, Office of Management and Budget Circular No. A-95.

Item 2 -- Enter the applicant's application number or other identifier. If a preapplication was submitted, show also the number that appeared on the preapplication if different than the application number.

Item 3 -- Enter the name of the Federal grantor agency, the name of the primary organizational unit to which the application is addressed, the name of the administrative office having direct operational responsibility for managing the grant program, and the complete address of the Federal grantor agency.

Item 4 -- Enter the name of the appplicant, the name of the primary organizational unit which will undertake the grant supported activity, and the complete address of the applicant.

Item 5 -- Enter the descriptive name of this project.

Item 6 -- Enter the appropriate catalog number as shown in the Catalog of Federal Domestic Assistance. If the assistance will pertain to more than one catalog number, leave this space blank and list the catalog numbers under Part III, Section A.

Item 7 -- Enter the amount that is requested from the Federal Government in this application. This amount should agree with the total amount shown in Part III, Section A, Line 5 of Column (e). For revisions, changes, or amendments, show only the amount of the increase or decrease.

Item 8 -- Check one grantee type. If the grantee is other than a State, county, or city government, specify the type of grantee on the "Other" line. Examples of other types of grantees are council of governments, interstate organizations, or special units.

Item 9 -- Check the type of application or request. If the "Other Changes" block is checked, specify the type of change. The definitions for terms used in Item 9 are as follows:

a. New grant -- an action which is being submitted by the applicant for the first time.
b. Continuation grant -- action that pertains to the continuation of a multi-year grant (e.g., the second year award for a project which will extend over five years).
c. Supplemental grant -- an action which pertains to an increase in the amount of the Federal contribution for the same period.
d. Changes in the existing grant -- specify one or more of the following:
   (1) Increase in duration -- a request to extend the grant period.
   (2) Decrease in duration -- a request to reduce the grant period.
   (3) Decrease in amount -- a request to decrease the amount of the Federal contribution.

Item 10 -- Check the type of assistance requested. If the assistance involves more than one type, check two or more blocks and explain in Part IV -- Program Narrative.

Item 11 -- Enter the number of persons directly benefiting from this project. For example, if the project is for a neighborhood health center, enter the estimated number of residents in the neighborhood that will use the center.

Item 12

a. Enter the congressional district in which the applicant is located.
b. Enter the congressional district(s) in which most of the actual work on the project will be accomplished. If the work will be accomplished city-wide or State-wide, covering several congressional districts, write "city-wide" or State-wide."

Item 13 -- Enter the number of months that will be needed to complete the project after Federal funds are made available.

Item 14 -- Enter the approximate date the project is expected to begin.

Item 15 -- Enter the date this application is submitted.

Item 16 -- Complete the certification before submitting the report.

PART II

PROJECT APPROVAL INFORMATION

ITEM 1. Does this assistance request require State, local, regional, or other priority rating? ☐ Yes ☐ No

Name of Governing Body __________

Priority Rating __________

ITEM 2. Does this assistance request require State, or local advisory, educational or health clearances? ☐ Yes ☐ No

Name of Agency or Board __________

(attach Documentation)

ITEM 3. Does this assistance request require clearinghouse review in accordance with OMB Circular A-95? ☐ Yes ☐ No

(Attach Comments)

ITEM 4. Does this assistance request require State, local, regional, or other planning approval? ☐ Yes ☐ No

Name of Approving Agency __________

Date __________

ITEM 5. Is the proposed project covered by an approved comprehensive plan?

Check one: ☐ State ☐ Local

☐ Regional

Location of Plan __________

ITEM 6. Will the assistance requested serve a Federal installation? ☐ Yes ☐ No

Name of Federal Installation __________

Federal Population benefiting from Project __________

ITEM 7. Will the assistance requested be on Federal land or installation? ☐ Yes ☐ No

Name of Federal Installation __________

Location of Federal Land __________

Percent of Project __________

ITEM 8. Will the assistance requested have an impact or effect on the environment? ☐ Yes ☐ No

See instructions for additional information to be provided.

ITEM 9. Will the assistance requested cause the displacement of individuals, families, businesses, or farms? ☐ Yes ☐ No

Number of: Individuals __________ Businesses __________

Families __________ Farms __________

ITEM 10. Is there other related assistance on this project previous, pending, or anticipated? ☐ Yes ☐ No

See instructions for additional information to be provided.

INSTRUCTIONS

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date. Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1 -- Provide the name of the governing body establishing the priority system and the priority rating assigned to this project.

Item 2 -- Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval.

Item 3 -- Attach the clearinghouse comments for the application in accordance with the instructions contained in Office of Management and Budget Circular No. A-95. If comments were submitted previously with a preapplication, do not submit them again but any additional comments received from the clearinghouse should be submitted with this application.

Item 4 -- Furnish the name of the approving agency and the approval date.

Item 5 -- Show whether the approved comprehensive plan is State, local or regional, or if none of these, explain the scope of the plan. Give the location where the approved plan is available for examination and state whether this project is in conformance with the plan.

Item 6 -- Show the population residing or working on the Federal installation who will benefit from this project.

Item 7 -- Show the percentage of the project work that will be conducted on federally-owned or leased land. Give the name of the Federal installation and its location.

Item 8 -- Describe briefly the possible beneficial and harmful impact on the environment of the proposed project. If an adverse environmental impact is anticipated, explain what action will be taken to minimize the impact. Federal agencies will provide separate instructions if additional data is needed.

Item 9 -- State the number of individuals, families, businesses, or farms this project will displace. Federal agencies will provide separate instructions if additional data is needed.

Item 10 -- Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. TOTALS		$	$	$	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1)	(2)	(3)	(4)	
a. PERSONNEL	$	$	$	$	$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. TOTALS	$	$	$	$	$
7. PROGRAM INCOME	$	$	$	$	$

INSTRUCTIONS

PART III

General Instructions

This form is designed so that application can be made for funds from one or more grant programs. In preparing the budget, adhere to any existing Federal grantor agency guidelines which prescribe how and whether budgeted amounts should be separately shown for different functions or activities within the program. For some programs, grantor agencies may require budgets to be separately shown by function or activity. For other programs, grantor agencies may not require a breakdown by function or activity. Sections A, B, C, and D should include budget estimates for the whole project except when applying for assistance which requires Federal authorization in annual or other funding period increments. In the latter case, Sections A, B, C, and D should provide the budget for the first budget period (usually a year) and Section E should present the need for Federal assistance in the subsequent budget periods. All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary
Lines 1-4, Columns (a) and (b).

For applications pertaining to a single Federal grant program (Federal Domestic Assistance Catalog number) and not requiring a functional or activity breakdown, enter on Line 1 under Column (a) the catalog program title and the catalog number in Column (b).

For applications pertaining to a single program requiring budget amounts by multiple functions or activities, enter the name of each activity or function on each line in Column (a), and enter the catalog number in Column (b). For applications pertaining to multiple programs where none of the programs require a breakdown by function or activity, enter the catalog program title on each line in Column (a) and the respective catalog number on each line in Column (b).

For applications pertaining to multiple programs where one or more programs require a breakdown by function or activity, prepare a separate sheet for each program requiring the breakdown. Additional sheets should be used when one form does not provide adequate space for all breakdown of data required. However, when more than one sheet is used, the first page should provide the summary totals by programs.

Lines 1-4, Columns (c) through (g).

For new applications, leave Columns (c) and (d) blank. For each line entry in Columns (a) and (b), enter in Columns (e), (f), and (g) the appropriate amounts of funds needed to support the project for the first funding period (usually a year).

For continuing grant program applications, submit these forms before the end of each funding period as required by the grantor agency. Enter in Columns (c) and (d) the estimated amounts of funds which will remain unobligated at the end of the grant funding period only if the Federal grantor agency instructions provide for this. Otherwise, leave these columns blank. Enter in Columns (e) and (f) the amounts of funds needed for the upcoming period. The amount(s) in Column (g) should be the sum of amounts in Columns (e) and (f).

For supplemental grants and changes to existing grants, do not use Columns (c) and (d). Enter in Column (e) the amount of the increase or decrease of Federal funds and enter in Column (f) the amount of the increase or decrease of non-Federal funds. In Column (g) enter the new total budgeted amount (Federal and non-Federal) which includes the total previous authorized budgeted amounts plus or minus, as appropriate, the amounts shown in Columns (e) and (f). The amount(s) in Column (g) should not equal the sum of amounts in Columns (e) and (f).

Line 5 -- Show the totals for all columns used.

Section B. Budget Categories

In the column headings (1) through (4), enter the titles of the same programs, functions, and activities shown on Lines 1-4, Column (a), Section A. When additional sheets were prepared for Section A, provide similar column headings on each sheet. For each program, function or activity, fill in the total requirements for funds (both Federal and non-Federal) by object class categories.

Lines 6a-h -- Show the estimated amount for each direct cost budget (object class) category for each column with program, function or activity heading.

Line 6i -- Show the totals of Lines 6a to 6h in each column.

Line 6j -- Show the amount of indirect cost. Refer to Office of Management and Budget Circular No. A-87.

Line 6k -- Enter the total of amounts on Lines 6i and 6j. For all applications for new grants and continuation grants the total amount in Column (5), Line 6k, should be the same as the total amount shown in Section A, Column (g), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Columns (e) and (f) on Line 5. When additional sheets were prepared, the last two sentences apply only to the first page with summary totals.

Line 7 -- Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Show under the program narrative statement the nature and source of income. The estimated amount of program income may be considered by the Federal grantor agency in determining the total amount of the grant.

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YR.	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$	$	$	$	$
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$	$	$	$
17.				
18.				
19.				
20. TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

INSTRUCTIONS

PART III
(continued)

Section C. Source of Non-Federal Resources
Lines 8-11 -- Enter amounts of non-Federal resources that will be used on the grant. If in-kind contributions are included, provide a brief explanation on a separate sheet. (See Attachment F, Office of Management and Budget Circular No. A-102.)

Column (a) -- Enter the program titles identical to Column (a), Section A. A breakdown by function or activity is not necessary.

Column (b) -- Enter the amount of cash and in-kind contributions to be made by the applicant as shown in Section A. (See also Attachment F, Office of Management and Budget Circular No. A-102.)

Column (c) -- Enter the State contribution if the applicant is not a State or State agency. Applicants which are a State or State agencies should leave this column blank.

Column (d) -- Enter the amount of cash and in-kind contributions to be made from all other sources.

Column (e) -- Enter totals of Columns (b), (c), and (d).

Line 12 -- Enter the total for Each of Columns (b)-(e). The amount in Column (e) should be equal to the amount on Line 5, Column (f), Section A.

Section D. Forecasted Cash Needs
Line 13 -- Enter the amount of cash needed by quarter from the grantor agency during the first year.

Line 14 -- Enter the amount of cash from all other sources needed by quarter during the first year.

Line 15 -- Enter the totals of amounts on Lines 13 and 14.

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project
Lines 16-19 -- Enter in Column (a) the same grant program titles shown in Column (a), Section A. A breakdown by function or activity is not necessary. For new applications and continuing grant applications, enter in the proper columns amounts of Federal funds which will be needed to complete the program or project over the succeeding funding periods (usually in years). This Section need not be completed for amendments, changes, or supplements to funds for the current year of existing grants.

INSTRUCTIONS

PART III
(continued)

If more than four lines are needed to list the program titles submit additional schedules as necessary.

Line 20 -- Enter the total for each of the Columns (b)-(e). When additional schedules are prepared for this Section, annotate accordingly and show the overall totals on this line.

Section F. Other Budget Information

Line 21 -- Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary or to explain the details as required by the Federal grantor agency.

Line 22 -- Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23 -- Provide any other explanations required herein or any other comments deemed necessary.

INSTRUCTIONS

PART IV
PROGRAM NARRATIVE

Prepare the program narrative statement in accordance with the following instructions for all new grant programs. Requests for continuation or refunding and changes on an approved project should respond to item 5b only. Requests for supplemental assistance should respond to question 5c only.

1. Objectives and Need for This Assistance

Pinpoint any relevant physical, economic, social, financial, institutional, or other problems requiring a solution. Demonstrate the need for assistance and state the principal and subordinate objectives of the project. Supporting documentation or other testimonies from concerned interests other than the applicant may be used. Any relevant data based on planning studies should be included or footnoted.

2. Results or Benefits Expected

Identify results and benefits to be derived. For example, when applying for a grant to establish a neighborhood health center provide a description of who will occupy the facility, how the facility will be used, and how the facility will benefit the general public.

3. Approach

a. Outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished for each grant program, function or activity, provided in the budget. Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

b. Provide for each grant program, function or activity, quantitative monthly or quarterly projections of the accomplishments to be achieved in such terms as the number of jobs created; the number of people served; and the number of patients treated. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in Item 2 are being achieved.

d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

4. Geographic Location

Give a precise location of the project or area to be served by the proposed project. Maps or other graphic aids may be attached.

5. If Applicable, Provide The Following Information:

a. For research or demonstration assistance requests, present a biographical sketch of the program director with the following information; name, address, phone number, background, and other qualifying experience for the project. Also, list the name, training, and background for key personnel engaged in the project.

b. Discuss accomplishments to date and list in chronological order a schedule of accomplishments, progress or milestones anticipated with the new funding request. If there have been significant changes in the project objectives, location approach, or time delays, explain and justify. For other requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If the total budget has been exceeded, or if individual budget items have changed more than the prescribed limits contained in Attachment K to Office of Management and Budget Circular No. A-102, explain and justify the change and its effect on the project.

c. For supplemental assistance requests, explain the reason for the request and justify the need for additional funding.

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circular Nos. A-87, A-95, and A-102, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or other, particularly those with whom they have family, business, or other ties.

8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

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*Much of the material used for this book was either contributed by those people listed as contributors or was taken from the books listed in Section Z. All others are listed above.